DOCUMENT RESUME

ED 350 259 SP 033 965

AUTHOR Renyi, Judith, Comp.
TITLE Multicultural Survey.
INSTITUTION Alliance for Curriculum Reform, Alexandria, VA.
PUB DATE Jun 92
NOTE 202p.; Some pages contain small print.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Curriculum Development; Data Collection; Elementary Secondary Education; Higher Education; *Multicultural Education; *Policy Formation; *Professional Associations; Surveys

ABSTRACT

In May of 1992, the Alliance for Curriculum Reform (ACR) surveyed member organizations and others who had participated in ACR activities concerning their printed policies on issues relating to multicultural education. The areas of interest for the survey were: printed policy(ies) on multicultural content/curriculum; printed policy(ies) on student diversity as it affects the member organization's field; and policy(ies) on multicultural diversity as these policies affect staffing, organizational, structural, and/or membership issues. The purpose of the survey was to provide data on curriculum-centered associations' official policies as background for development of a general ACR statement on multiculturalism in curriculum. Thirty-three associations responded to the survey. Of these, 13 had printed policies in all 3 areas and 4 reported policies in development at the time of the survey. The document is organized in the following way: (1) a checklist of responses from all organizations; (2) an organizational list showing responses to all categories alphabetically by organization; and (3) a list by category within which organizational responses are repeated alphabetically. (LL)

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ED350259

Multicultural Survey

Alliance for Curriculum Reform

June 1992

Judith Rényi, Compiler

U.S. DEPARTMENT OF EDUCATION
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Introduction

In May of 1992 ACR surveyed member organizations and others who have participated in ACR activities concerning their printed policies on issues relating to multicultural education. The purpose of the survey was to provide data on curriculum-centered associations' official policies as background for development of a general ACR statement on multiculturalism in curriculum.

Three questions were posed:

A. Attach a xerox of your printed policy(ies) on multicultural content/curriculum.
B. Attach a copy of your printed policy(ies) on student diversity as it affects your field.
C. Attach a copy of your printed policy(ies) on multicultural/diversity as these affect staffing, organizational, structural and/or membership issues.

Thirty-three associations responded to the survey. Of these, thirteen had printed policies in all three areas and four reported policies in development at the time of the survey.

In handling survey responses, the compiler made a few editorial decisions, including moving a few responses from one category to another. E.g., respondents occasionally posted an item as "curriculum" which in review seemed more closely related to "diversity of students." If mistakes were made in such transfers, it is entirely the compiler's responsibility. A few items seemed to refer to more than one category. If the items were not clearly labelled by the respondents, the compiler assigned them herself and in some cases assigned them to more than one category. Content, students and even organizational issues are not always easily separable. Several respondents submitted papers in lieu of or in addition to organizational policies. Such papers were often not used since it was not possible to discern if they stood as formal organizational policies. Some materials were submitted from associations not centered in schooling or curriculum. These were not reported here.

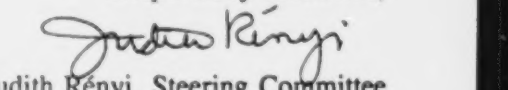
The written policies come from a variety of sources. In some cases, they derive from board resolutions, actions taken in meetings, or mission statements. Many are unattributed. Wherever bibliographical references were supplied, these are included, usually in the *first* appearance (see, e.g., ASCD and NEA listings).

The material is presented in the following way:

1. A checklist of responses from all organizations.
2. An organizational list showing responses to all categories alphabetically by organization.
3. A list by category (A,B,C) within which organizational responses are repeated alphabetically.

This material will form the background for our discussion of ACR policy on multiculturalism and the curriculum.

Respectfully submitted,



Judith Rényi, Steering Committee
June 19, 1992

Checklist of Responses from all Organizations

a: Multicultural Content/Curriculum
b: Student Diversity
c: Staffing, etc. in ré Diversity

Organization Name		Yes	No	Has Printed Policies in Development At This Time	Comments
AAAS	a.	x			
	b.	x			
	c.	x			
AACTE	a.	x			
	b.	x			
	c.	x			
AASL	a.	x			
	b.	x			
	c.	x			
AATE	a.	x			
	b.	x			
	c.	x			
ACLS	a.		x		{ACLS has few printed policies on any issues.
	b.		x		{
	c.		x		{
AEGIS	a.	x			
	b.		x		
	c.	x			
AFT	a.	x			
	b.		x		No response
	c.		x		No response
AHA	a.	x			
	b.		x		No response
	c.		x		No response

a: Multicultural Content/Curriculum
b: Student Diversity
c: Staffing, etc. in ré Diversity

Organization Name		Yes	No	Has Printed Policies In Development at this time	Comments
ASCD	a.	x			
	b.	x			
	c.	x			Extensive Affirmative Action Guidelines. Table of Contents Appended.
ATE	a.	x			
	b.	x			
	c.	x			
CHART	a.	x			
	b.	x			
	c		N/A		Not a membership org: Fiscal agency is an equal opportunity, Affirmative Ation employer.
ECS	a.		x		
	b.	x			
	c.	x			
ETA	a.	x		x	Responses for a,b,c are board resolutions and "National Arts Education Accord"
	b.	x		x	
	c.	x		x	
IRA	a.	x		x	Responses for a,b,c are board resolutions.
	b.	x	x		
	c.	x			We are Affirmative Action Employer and pursue these issues vigorously in our professional work.
JCEE	a.		x		Attachment not provided.
	b.		x		
	c.	x			
MENC	a.	x			
	b.	x			
	c.		x		Material provided as "c" is actually "b".

a: Multicultural Content/Curriculum
b: Student Diversity
c: Staffing, etc. in ré Diversity

Organization Name		Yes	No	Has Printed Policies in Development At This Time	Comments
NAEA	a.	x			
	b.	x			
	c.		x		No response
NASPE	a.	x			
	b.	x			
	c.	x			
NCEA Membership Associations					
ACA	a.	x			Statement by Carol Sterling
	b.	x			
	c.		x		
NAERL	a.	x			Federally funded research program in arts education
	b.	x			
	c.				
NDA	a.	x			
	b.	x			
	c.		x		
NALAA	a.	x			
	b.	x			
	c.	x			
NASAA	a.				Not a curriculum-centered group
	b.	x			
	c.		x		

a: Multicultural Content/Curriculum
b: Student Diversity
c: Staffing, etc. in ré Diversity

Organization Name		Yes	No	Has Printed Policies in Development At This Time	Comments
NCSS	a.			x	To be published in September.
	b.		x		
	c.	x			
NCTE	a.	x			
	b.	x			
	c.	x			
NCTM	a.		x		Attached materials referenced students rather than content.
	b.	x			
	c.		x		
NEA	a.	x			
	b.	x			
	c.	x			
NMSA	a.			x	
	b.			x	
	c.			x	
NSTA	a.		x		
	b.	x			
	c.		x		
OAH	a.	x			
	b.		x		
	c.	x			Action on gender integration and diversity in annual meeting.
SCA	a.	x			
	b.	x			
	c.	x			

a: Multicultural Content/Curriculum
b: Student Diversity
c: Staffing, etc. in ré Diversity

Organization Name		Yes	No	Has Printed Policies in Development At This Time	Comments
TESOL	a.	x			
	b.	x			
	c.		x		Discussion provided, no written policy.
GETTY	a.		x		Programs and activities are positive in ré Multiculturalism and diversity, but no formal policies.
	b.	x			
	c.		x		

Note:
Abstracts of various major reports appended.

Responses by Organizations

A. Curriculum/content

All human cultures have included study of nature—the movement of heavenly bodies, the behavior of animals, the properties of materials, the medicinal properties of plants. The recommendations in this chapter focus on the development of science, mathematics, and technology in Western culture, but not on how that development drew on ideas from earlier Egyptian, Chinese, Greek, and Arabic cultures. The sciences accounted for in this book are largely part of a tradition of thought that happened to develop in Europe during the last 500 years—a tradition to which people from all cultures contribute today.

The emphasis here is on ten accounts of significant discoveries and changes that exemplify the evolution and impact of scientific knowledge: the planetary earth, universal gravitation, relativity, geologic time, plate tectonics, the conservation of matter, radioactivity and nuclear fission, the evolution of species, the nature of disease, and the Industrial Revolution. Although other choices may be equally valid, these clearly fit our dual criteria of exemplifying historical themes and having cultural salience.

B. Student Diversity

Support the Roles of Girls and Minorities in Science. Because the scientific and engineering professions have been predominantly male and white, female and minority students could easily get the impression that these fields are beyond them or are otherwise unsuited to them. This debilitating perception—all too often reinforced by the environment outside the school—will persist unless teachers actively work to turn it around. Teachers should select learning materials that illustrate the contributions of women and minorities, bring in role models, and make it clear to female and minority students that they are expected to study the same subjects at the same level as everyone else and to perform as well.

The Recommendations in This Report Apply to All Students

The set of recommendations constitutes a common core of learning in science, mathematics, and technology for all young people, regardless of their social circumstances and career aspirations. In particular, the recommendations pertain to those who in the past have largely been bypassed in science and mathematics education: ethnic and language minorities and girls. The recommendations do not include every interesting topic that was suggested and do not derive from diluting the traditional college preparatory curriculum. Nevertheless, the recommendations are deliberately ambitious, for it would be worse to underestimate what students can learn than to expect too much. The national council is convinced that—given clear goals, the right resources, and good teaching throughout 13 years of school—essentially all students (operationally meaning 90 percent or more) will be able to reach all of the recommended learning goals (meaning at least 90 percent) by the time they graduate from high school.

C. Organizational Diversity

EQUAL OPPORTUNITY IN THE SCIENCES AND ENGINEERING

The American Association for the Advancement of Science is formally committed to the principle of equal opportunity for all persons, without regard to irrelevant considerations of sex, race, creed, color, handicap, national origin, or age. It practices this principle in the selection and promotion of its employees and by opening its membership to all who are interested; by encouraging its nominating committees to nominate women, minority, and handicapped scientists and engineers for elective positions; and by attempting to increase the participation of women, minority, and handicapped scientists and engineers in all of its activities.

The Board of Directors recognizes that complex social, economic, and political forces have combined in the past to discourage women, minority, and handicapped persons from entering the sciences and engineering, and to deny those who do enter, equal access to positions of respect and authority. It is the Board's conviction that if each professional association would take all measures within its power to counteract these historic forces, the cause of truly equal opportunity for everyone in the scientific and engineering professions would be significantly advanced. The Board urges the affiliated organizations to join with the Association in this endeavor.

Adopted by the Board of Directors, AAAS, January 1974; revised 15 October 1977

_____ Our organization is in the process of developing policies at this time.

EDITORIAL POLICY, *SCIENCE* MAGAZINE

The Board of Directors is committed to maintaining *Science* as the foremost American journal for the advancement of science. The journal must, in all respects, continue to communicate with and for the scientific community according to the highest standards of objectivity and professional responsibility. It is the Board's responsibility to select the Editor and to obtain assurance, from time to time, that these objectives and criteria of quality are being met.

The Executive Officer, as publisher and chief operating officer of the Association, will exercise general management responsibility and, in close cooperation with the Editor, will see to the strengthening and improvement of *Science* as a primary activity of the AAAS.

The Editor, on behalf of the Board, and in accordance with policies established by the Council, is responsible for the content and professional quality of *Science*, and will determine the merit, suitability, and presentation of material for the journal, taking into account recommendations of reviewers and referees. The Editor will consult the Board from time to time as to plans and policies for *Science*. At least once each year the Board will review the state of the journal and will receive a comprehensive report from the Editor, including the views of the Editorial Board.

Adopted by the Board of Directors, AAAS, 4 April 1975, Endorsed by the Council, AAAS, 21 February 1976

A. Curriculum/content

Resolutions of the Membership

1.d. Whereas, an educational system based on democratic principles must be egalitarian;

Whereas, the American Association of Colleges for Teacher Education is committed to the goal of eliminating discrimination based on sex, minority membership, and handicapping conditions in teacher education programs and the teaching profession;

Whereas, the AACTE is committed to promoting participation of minorities in teacher education and the teaching profession in proportion to their representation in U.S. society; and

Whereas, many states and schools, colleges, and departments of education require teacher candidates to pass a standardized test of academic and professional knowledge at some point in their teacher education programs.

Be it resolved that:

The AACTE supports the following conditions for the development and use of standardized tests used for admission to or graduation from teacher education programs and for the certification of teachers.

- Test developers should provide researchers and test users with statistical information about their test's reliability and validity. This information shall include an analysis of different ethnic and gender groups' performance on the test as a whole, as well as on each item on the test.
- Tests should be constructed so that, insofar as possible, individual or group differences in test scores result from real differences in people's knowledge of the subject being tested and not from inappropriate characteristics of the questions themselves. Whenever possible, and without lowering the validity or reliability of the test for any group, and without altering the difficulty level of the test or its content coverage, test should be constructed from items that display the least difference in passing rates between minority and majority examinees of comparable backgrounds and educational level.

8.e. Whereas, The American Association of Colleges for Teacher Education values cultural diversity;

Whereas, education programs are improved by responding to the individual differences of learners; and

Whereas, education programs at all levels are strengthened by respecting and incorporating the understanding of cultural backgrounds of students in developing appropriate instructional strategies and curricula;

Be it resolved that:

The American Association of Colleges for Teacher Education reaffirms its commitment to multicultural education and continues to assist SCDEs in the process of incorporating multicultural education in all aspects of their programs;

Be it resolved that:

AACTE reaffirms its commitment to assist SCDEs in the preparation of all educators to work with students with special needs; and

Be it resolved that:

AACTE's commitment to multicultural education continues to be reflected prominently and pervasively in the standards of NCATE and other professional groups. *(1990)*

9.e. Whereas, teachers must be aware of multicultural values, moral dilemmas, and ethical conflicts that affect the lives of their students and the people of the world;

Be it resolved that:

The American Association of Colleges for Teacher Education encourages its member institutions to consider current multicultural and international social issues and concerns, including ethical dilemmas, in selected classes during the teacher education program;

Be it further resolved that:

The AACTE goes on record as directly opposing political and social positions where the rights of human beings are being violated. *(1986)*

B. Student Diversity

1.d. Whereas, an educational system based on democratic principles must be egalitarian;

Whereas, the American Association of Colleges for Teacher Education is committed to the goal of eliminating discrimination based on sex, minority membership, and handicapping conditions in teacher education programs and the teaching profession;

Whereas, the AACTE is committed to promoting participation of minorities in teacher education and the teaching profession in proportion to their representation in U.S. society; and

Whereas, many states and schools, colleges, and departments of education require teacher candidates to pass a standardized test of academic and professional knowledge at some point in their teacher education programs.

Be it resolved that:

The AACTE supports the following conditions for the development and use of standardized tests used for admission to or graduation from teacher education programs and for the certification of teachers.

- Test developers should provide researchers and test users with statistical information about their test's reliability and validity. This information shall include an analysis of different ethnic and gender groups' performance on the test as a whole, as well as on each item on the test.
- Truth-in-Testing policies that include the disclosure of test items should be extended to these test. Such policies should be modeled after those used for other standardized examinations such as the Scholastic Aptitude Test and Law School Admissions Test.
- Tests should be constructed so that, insofar as possible, individual or group differences in test scores result from real differences in people's knowledge of the subject being tested and not from inappropriate characteristics of the questions themselves. Whenever possible, and without lowering the validity or reliability of the test for any group, and without altering the difficulty level of the test or its content coverage, test should be constructed from items that display the least difference in passing rates between minority and majority examinees of comparable backgrounds and educational level.
- The American Psychological Association's Standards for Educational and Psychological tests should be adhered to in the development of these tests. *(1990)**

*These resolutions remain in effect for five years following the date of enactment.

B. Student Diversity

8. AFFIRMATIVE ACTION

8.a. Whereas, the American Association of Colleges for Teacher Education opposes discrimination based on ethnicity, race, gender, sexual orientation, or handicapping conditions in schools, colleges, and departments of education; and

Whereas, AACTE reaffirms its support for affirmative action measures to provide for the inclusion of underrepresented racial and ethnic minorities, women, and handicapped persons in the student body, faculty, and administrative positions in SCDEs with the goal of reflecting the cultural diversity and egalitarian principles of the nation.

Be it resolved that:

The American Association of Colleges for Teacher Education will continue to provide a national forum for SCDEs in the areas of human rights, educational equity, and multicultural and global education. *(1990)*

8.b. Whereas, the American Association of Colleges for Teacher Education supports the elimination of sexism within the profession and society.

Be it resolved that:

The AACTE continues its support for the passage of an Equal Rights Amendment to the Constitution and establishes it as one of its legislative priorities; and

Be it resolved that:

The AACTE pledges cooperation with other organizations in seeking to eliminate sexism within education generally and within teacher education specifically. *(1990)*

8.c. Whereas, The American Association of Colleges for Teacher Education values cultural diversity;

Whereas, education programs are improved by responding to the individual differences of learners; and

Whereas, education programs at all levels are strengthened by respecting and incorporating the understanding of cultural backgrounds of students in developing appropriate instructional strategies and curricula;

Be it resolved that:

The American Association of Colleges for Teacher Education reaffirms its commitment to multicultural education and continues to assist SCDEs in the process of incorporating multicultural education in all aspects of their programs;

Be it resolved that:

AACTE reaffirms its commitment to assist SCDEs in the preparation of all educators to work with students with special needs; and

Be it resolved that:

AACTE's commitment to multicultural education continues to be reflected prominently and pervasively in the standards of NCATE and other professional groups. *(1990)*

B. Student Diversity

8.d. Whereas, selection criteria should be developed to admit quality candidates while assuring the proportionate representation of women, ethnic and racial underrepresented minorities, and handicapped persons.

Be it resolved that:

No program of selection be devised by schools, colleges and departments of education or state education agencies that eliminates disproportionate numbers of minority candidates for the teaching profession;

Be it resolved that:

No program shall be devised which places sole reliance upon a single measure or upon a single assessment technique;

Be it resolved that:

SCDEs should establish multiple admission requirements to increase the number of under-represented minority students;

Be it resolved that:

SCDEs should develop admissions and retention programs to increase the number of minorities in their undergraduate and graduate programs;

Be it resolved that:

The American Association of Colleges for Teacher Education work collaboratively with other professional organizations to ensure that under-represented minority groups are provided opportunities and assistance to enter and complete doctoral programs in education-related fields for the purpose of teaching in SCDEs; and

Be it resolved that:

AACTE reaffirms its continuing support to provide technical assistance to its membership to achieve this resolution. *(1990)**

**These resolutions remain in effect for five years following the date of enactment.*

9.f. Whereas, recent administrations have not adequately maintained support for existing educational programs and have, in fact, reduced support for essential programs;

Whereas, in the absence of providing adequate funds for existing essential programs, the administrations have instead proposed voucher and choice programs; and

Whereas, a series of proposals have come before federal, state, and local governments whereby public funds would be used to encourage student and parental choices in education.

Be it resolved that:

The American Association of Colleges for Teacher Education opposes voucher and choice programs in K-12 schools unless they are provided in addition to adequately funded essential programs and also assure a nonsegregative effect on student body composition on the basis of socioeconomic status, ethnicity, and race; and

Be it resolved that:

(a) AACTE opposes the use of public funds to expand choices to nonpublic school;

8.e. Whereas, there are special populations, especially in rural areas, for which it often is not feasible for students to have continuous residency on campus;

Whereas, the educator's affirmation of the worth of cultural diversity is essential to providing effective teaching-learning conditions for all students; and

Whereas, many teacher candidates have limited experiences with communities that are culturally different from their own.

Be it resolved that:

The American Association of Colleges for Teacher Education will work with other professional organizations to encourage SCDEs to deliver field-based programs for preparing teachers and other school based personnel for populations not currently being served;

Be it resolved that:

SCDEs should develop programs that lead to certification or recertification of education personnel in field-based programs. These programs should be structured to meet the unique needs of the community; and

Be it resolved that:

SCDEs will be encouraged to provide opportunities for teacher candidates to have experiences in rural areas and with students who are culturally different from the candidate. *(1990)**

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c. Organizational Diversity

8. AFFIRMATIVE ACTION

8.a. Whereas, the American Association of Colleges for Teacher Education opposes discrimination based on ethnicity, race, gender, sexual orientation, or handicapping conditions in schools, colleges, and departments of education; and

Whereas, AACTE reaffirms its support for affirmative action measures to provide for the inclusion of underrepresented racial and ethnic minorities, women, and handicapped persons in the student body, faculty, and administrative positions in SCDEs with the goal of reflecting the cultural diversity and egalitarian principles of the nation.

Be it resolved that:

The American Association of Colleges for Teacher Education will continue to provide a national forum for SCDEs in the areas of human rights, educational equity, and multicultural and global education. *(1990)*

10. AACTE'S PROGRAMS

10.a. Whereas, the American Association of Colleges for Teacher Education believes in broad-based involvement of institutional representatives in the activities of the Association.

Be it resolved that:

Membership on committees, task forces, commissions and the Board of Directors include representatives who are women, minorities, and individuals from all institutional types and areas of the United States. *(1991)*

American Association of School Librarians AASL

A. Curriculum/content

Excerpt from "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights."

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historical issues.

While English is by history and tradition the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

B. Student Diversity

Excerpt from "The Role of the School Library Media Program."

The school library media program serves all of the students of the community--not only the children of the most powerful, the most vocal or even the majority, but all of the students who attend the school. The collection includes materials to meet the needs of all learners, including the gifted, as well as the reluctant readers, the mentally, physically, and emotionally impaired, and those from a diversity of backgrounds. The school library media program strives to maintain a diverse collection that represents various points of view on current and historical issues, as well as a wide variety of areas of interest to all students served. Though one parent or member of the school community may feel a particular title in the school library media center's collection is inappropriate, others will feel the title is not only appropriate but desirable.

C. Organizational Diversity

59. MINORITY CONCERNS

The American Library Association promotes equal access to information for all persons and recognizes the urgent need to respond to the increasing racial and ethnic diversity among Americans. African-Americans, Hispanic Americans, Asian Americans, Native Americans, and other minorities have critical and increasing needs for information and library access. They are affected by a combination of limitations including illiteracy, language barriers, economic distress, cultural isolation, and discrimination in education, employment, and housing. Therefore, the role played by libraries to enable minorities to participate fully in a democratic society is crucial. Libraries must utilize multivariate resources and strategies to empower minority people. Concrete programs of recruitment, training, development, and upward mobility are needed in order to increase and retain minority personnel within librarianship. Within the American Library Association, the coordinating mechanisms for programs and activities dealing with minorities in various ALA divisions, offices, and units should be strengthened, and support for minority liaison activities should be enhanced.

59.1 Policy Objectives

The American Library Association shall implement these objectives by:

1) Promoting the removal of all barriers to library and information services, particularly fee charges and language barriers.
2) Promoting the publication, production, and purchase of print and nonprint materials that present positive role models of cultural minorities.
3) Promoting full funding for existing legislative programs in support of minority education and training, and to explore alternative funding sources for scholarships, fellowships, and assistantships to encourage minority recruitment into librarianship.
4) Promoting training opportunities for librarians, including minorities, in order to teach effective techniques for generating tripartite public funding for upgrading library services to minorities.
5) Promoting the incorporation of minority programs and services into the regular library budgets in all types of libraries, rather than the tendency to support these activities solely from "soft monies" such as private grants or federal monies.
6) Promoting equity in funding adequate library services for minority populations, in terms of professional and nonprofessional personnel, materials, resources, facilities, and equipment.
7) Promoting supplemental support for library resources on cultural minorities by urging local, state, and federal government, and the private sector, to provide adequate funding.
8) Promoting increased public awareness of the importance of library resources and services in all segments of society, especially in minority communities.
9) Promoting the determination of output measures through the encouragement of community needs assessments, giving special emphasis to assessing the needs of cultural minorities.
10) Promoting increased staff development opportunities and upward mobility for minority librarians.

(*See* 1.3 A and "Current Reference File": *Equity at Issue* [1985–86 CD #30] adopted by Council June 1986.)

59.2 Combating Prejudice, Stereotyping, and Discrimination

The American Library Association actively commits its prestige and resources to a coordinated action program that will combat prejudice, stereotyping, and discrimination against individuals and groups in the library profession and in library service because of race, sex, creed, color, or national origin.

Nothing in the Resolution on Prejudice, Stereotyping, and Discrimination authorizes censoring, expurgation, or labeling of materials. Actions and programs to raise the awareness of library users to any problem or condition would not be in conflict with the *Library Bill of Rights* when they are free of any element of advocacy. Both documents respect the rights of all who use libraries to do so freely and without being subjected to any pressures from any sources within the institution.

(*See* "Current Reference File" for full Resolution on Prejudice, Stereotyping, and Discrimination, a revision of the Resolution on Racism and Sexism Awareness.)

59.3 Goals for Indian Library and Information Services

The American Library Association and the National Indian Education Association support guidelines designed to meet the informational needs and to purvey and promote the rich cultural heritage of American Indians.

1) All library and information services must show sensitivity to cultural and social components existent in individual Indian communities.
2) Indian representation through appointment to local boards and creation of local advisory committees concerning service to and about American Indians are essential for healthy, viable programs.
3) Materials which meet informational and educational needs and which present a bicultural view of history and culture must be provided in appropriate formats, quality, and quantity to meet current and future needs.
4) Library programs, outreach and delivery systems must be created which will insure rapid access to information in a manner compatible with the community's cultural milieu.
5) American Indian personnel trained for positions of responsibility are essential to the success of any program.
6) Continuing funding sources for library and information services must be developed.

(*See* "Current Reference File" for full adopted text.)

59.4 Library Education to Meet the Needs of Spanish-Speaking People

The American Library Association will take steps through its Committee on Accreditation to encourage graduate library schools seeking accreditation or reaccreditation to assure that course content reflects the cultural heritage and needs of the Spanish-speaking people of the United States and will encourage such schools to include bilingual/bicultural persons on their faculties.

59.5 Ethnic and Cultural Minorities in State, Municipal, and County Agencies

The American Library Association urges and supports the recruiting, hiring, and promotion of ethnic and cultural minorities within the state, municipal, and county library structure, especially in the areas of administration and consultation.

(*See* "Current Reference File": 1989–90 CD#98. *See also* 53.1.11, 54.3, 54.3.1, 56.2.)

From ALA Policy Manual

A POLICIES ON MULTICULTURAL CONTENT/CURRICULUM

In keeping with the letter and spirit of all equal opportunity and civil rights laws, the American Alliance for Theatre and Education encourages diversity in all areas and does not discriminate on the basis of age, culture, disability, race, religion, or sex in its activities, practices, and programs.

B. POLICIES ON STUDENT DIVERSITY

The American Alliance for Theatre and Education believes that the arts programs in every American school should be suited to the needs of the individual students, reflect the multicultural nature of our pluralistic American society, and be responsive to the requirements of the diverse special populations present in our schools including the artistically talented.

AATE believes that art forms included in the school curriculum should represent diverse periods, styles, forms, and cultures

C. POLICIES ON MULTICULTURAL/DIVERSITY AFFECTING STAFFING, ORGANIZATIONAL , STRUCTURAL, AND/OR MEMBERSHIP ISSUES

The American Alliance for Theatre and Education believes that the finest possible education in the arts should be available to all students and that every student should have an equal opportunity to study the arts. AATE believes that the quality and quantity of arts instruction received by a student should not be a result of geographic location, racial or ethnic status, urban/suburban/rural status, socio-economic status, or parental or community wealth.

AATE believes that, consistent with their abilities, handicapped students should have the opportunity to participate in the arts on the same basis as other students.

A. Curriculum/content

EDUCATIONAL GOALS

In pursuit of the goals stated on the first page of this document, we seek an education which develops in elementary and secondary students:

- A knowledge of the histories, languages, and institutions -- political, economic religious, artistic, humanistic -- of other cultures, as well as their own;
- A knowledge of the interconnections among world regions, events, and peoples, and an appreciation for the complexity that is inherent in these relationships;
- An understanding that contemporary issues and world cultures have been shaped by a multiplicity of historical, religious, political, economic, and geographic factors;
- An ability and willingness to consider historical and contemporary world events and issues from the perspectives of people whose culture, value orientations, or life experience – gender, age, opportunity, ethnic background – are different from their own and, in so doing, develop a deepened understanding of their own standards and goals;
- An understanding of the nature of conflict and of approaches for managing it constructively;
- An ability to think analytically about complex national and international issues, to distinguish fact from opinion, and to recognize bias, advocacy, and propaganda; and
- An ability to make informed personal public policy decisions and to participate in local, national, and international decision-making processes.

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C. Organizational Diversity

INDICATE YOUR ANSWERS TO THESE QUESTIONS WHEN REVIEWING AN APPLICATION FOR FULL MEMBERSHIP:

YES	*NO*	
—	—	4. Does this organization discriminate base upon factors of race, gender, age, or sexual orientation? *Comments*
—	—	5. Does this organization descriminate based upon factors of race, gender, age, or sexual orientation? *Comments*

ANSWER WHEN REVIEWING APPLICATIONS FOR FULL OR ASSOCIATE MEMBERSHIP: Place your number rating on the line and circle it. *Be sure to write the number; do not merely place an "x".*

2. **Materials demonstrate willingness to offer multiple perspectives on issues of opinion or controversy.**

1	5	10
No Willingness	Some Willingness	Exceptional Willingness

4. **In so doing, materials demonstrate a sensitivity to cultural uniqueness and cultural diversity.**

1	5	10
No sensitivity	Some Sensitivity	Exceptional Sensitivity

American Federation of Teachers AFT

A. Curriculum/content

MULTICULTURAL EDUCATION

The United States is one of the world's most diverse multicultural societies. To appreciate this inheritance and all who contributed to it, our children need a multicultural education. In the past, our schools taught only what was perceived as mainstream, and sought to minimize controversies over race, religion, and ethnicity by ignoring them. But without knowledge of the many streams that nourish the general society, the "mainstream" cannot be properly studied or understood. This is why our children need a multicultural curriculum, one in which the contributions and roles of African-Americans, Hispanic-Americans, Native Americans, Asian-Americans and other minorities are fairly and accurately depicted, and one in which the history of non-western societies is part of the required curriculum.

As a multicultural people, we are also, however, a single nation bonded by a common set of democratic principles, individual rights and moral values. To understand and defend the very principles and institutions that provide our society its common aspirations, and allow us in our multicultural society to live together in relative peace -- as compared to the constant warfare that tears apart so many other non-homogeneous societies -- our children need an education in the humanities that imparts to them the values of tolerance, freedom, equality, pluralism and common human dignity. This also is part of a multicultural education; and while such values and principles can be conveyed using ideas and documents from a range of cultures, such education also requires, unavoidably, a special emphasis on the history and legacies of those societies that have been most important in developing democratic ideals and practices.

In recent years, history and literature textbooks have been revised to be more inclusive of America's minorities and non-western civilizations. However, as documented by Paul Gagnon in the AFT-commissioned "Democracy's Half-Told Story," these changes are often "squeezed in" as sidebars, peripheral to the main story. This is not good enough. The story of America is a multicultural one from the start. We interacted with and were built and shaped and inspired by people of every immigrant stream, of many races, cultures and religions. Both because we do not want to be a fragmented people and because our children cannot learn from a fragmented curriculum, we do not want a curriculum in which each culture is merely allocated its share of sidebars and fragments. We need a cohesive, inclusive curriculum in which the main story -- how we built this nation and its pluralistic institutions -- is understood to have been the work of many different people of diverse races, classes, and religions.

Together with this broader view of U.S. history, the richness and diversity of the world's peoples and their histories should also be central to the curricula. It's not enough for high school students to spend just one year on world history, wildly globe-hopping from one continent to the next, without the time to truly comprehend what they're studying. A full two years of world history should be required of students at the post-elementary level.

Similarly, the study of literature should be expanded to include the best that has been thought and experienced and written across all cultures and throughout all of human history; only in this way can it truly be said that the "humanities" are being taught.

Curriculum planners and textbook publishers now have at their disposal a wealth of new scholarship about the culture and history of African-Americans, Hispanic-Americans, Native Americans, Asian-Americans and many other ethnic groups at home and across the globe. Some of this new material has made its way into university-level textbooks. It is time that elementary and secondary school texts also reflect the best in contemporary scholarship.

In bringing about these curricular revisions, we should be guided, as in all curriculum development, by the standards of quality and accuracy defined by the relevant disciplines and by the recognition that, given limited curricular time, we want to include that which is most essential and valuable to our children's learning -- to all of our children's learning. We are not talking here of creating a segregated curricula -- one for minorities that features just minority heroes and

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another for whites that focuses on just white heroes; our children need the full picture, the whole truth, as best it is understood, so that they can understand the potential for good and for evil in all cultures and in each individual. We are talking about an integrated multicultural curriculum that's worth teaching to everyone -- one that has integrity, quality, and rigor -- one that offers all of our children what they all need to know: the strengths of diversity, the values that allow diversity to flourish, the history and literature that has shaped our country and our world.

Adopting these as our standards will not stop the arguments. There will always be debate about what's essential and of high quality; and the incomplete evidence of history will always produce historians with varying interpretations. But this lack of total consensus does not free us as educators from striving for these standards.

Making these changes will be difficult. It will require close and lasting collaboration between faculty members in the schools and the universities to review the available scholarship, to determine what belongs in the K-12 curriculum, and to devise ways to convey the materials to diverse audiences. But making these changes will be vital for all our students; not only will it help to give a more accurate picture of America's democratic experience, but it will also give a more dynamic, engaging and accurate account of the story of all human life.

American Federation of Teachers
1990

American Historical Association AHA

A. Curriculum/content

STATEMENT ON DIVERSITY IN HISTORY TEACHING

Course offerings and textbooks in history, whether for K-12, undergraduate, or graduate classes, should address the diversity of human experience, recognizing that historical accuracy requires attention both to individual and cultural similarities and differences and to the larger global and historical context within which societies have evolved.

Approved by Council May 6, 1991

A. Curriculum/content

2. Multicultural Education: From "Melting Pot" to "Mosaic"

Past ASCD resolutions affirm that cultural diversity must be recognized in school programs and curriculum in order to prepare students for life in our multicultural society and interdependent world (1970, 1980, 1987, 1988, 1991).* Significant progress in developing multicultural awareness has occurred in many school districts. In its leadership role, ASCD must extend its position beyond awareness and emphasize multicultural education because of recent challenges caused by:

- rapidly changing demographics
- debates about ethnocentric approaches
- questions about the historical accuracy of curriculum, and
- calls for unifying methodologies that still recognize cultural diversity.

ASCD supports a multicultural approach that emphasizes a "mosaic" image of national and international society. A mosaic image focuses on the whole, yet allows recognition of any part as important to the whole. Emphasis on a mosaic image clarifies the direction for policymakers and educators in applying stated ASCD values on cultural diversity and education for democracy.

ASCD advises its members to lead the movement toward a mosaic emphasis in multicultural programs and education through:

- developing or revising comprehensive policies on multiculturalism that address curriculum, instructional methods, teacher preparation, staff development, hiring, instructional materials, and school climate;
- stressing unifying concepts such as "education for democracy" while recognizing, celebrating, valuing, and utilizing cultural differences;
- implementing a multicultural emphasis in all schools regardless of community demographics;
- ensuring the accuracy of scholarship underlying multicultural materials and emphases; and
- guaranteeing a curricular and program review process that includes representatives whose backgrounds reflect cultural diversity.

*Dates in parentheses indicate years in which similar resolutions were passed

K. Native American and Hispanic Concerns

ASCD has moved in the direction of cultural pluralism through (1) encouraging increased participation in ASCD program planning and membership on the staff by Native Americans and Hispanic Americans, (2) providing educational programs on cultural pluralism, and (3) endorsing educational legislation pertaining to these two groups.

ASCD supports: full funding of the Indian Education Act (1975); voluntary self-determination by Native Americans; Native American control of schools attended solely by Native American children; and tuition waivers for Native American students in U.S. state universities.

B. Student Diversity

2. Multicultural Education: From "Melting Pot" to "Mosaic"

Past ASCD resolutions affirm that cultural diversity must be recognized in school programs and curriculum in order to prepare students for life in our multicultural society and interdependent world (1970, 1980, 1987, 1988, 1991).* Significant progress in developing multicultural awareness has occurred in many school districts. In its leadership role, ASCD must extend its position beyond awareness and emphasize multicultural education because of recent challenges caused by:

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- debates about ethnocentric approaches
- questions about the historical accuracy of curriculum, and
- calls for unifying methodologies that still recognize cultural diversity.

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- implementing a multicultural emphasis in all schools regardless of community demographics;
- ensuring the accuracy of scholarship underlying multicultural materials and emphases; and
- guaranteeing a curricular and program review process that includes representatives whose backgrounds reflect cultural diversity.

*Dates in parentheses indicate years in which similar resolutions were passed.

F. Equity

ASCD recognizes, values, and encourages equity and cultural diversity as major goals of education in our pluralistic society. Equal opportunities should be provided for all children of migratory workers, children from low-income families, and all children suffering from social and educational segregation (1959).

ASCD urges members, and all national leaders as well, to demonstrate support of equal opportunity, multicultural and multiethnic education, affirmative action, and professional development without regard to race, religion, sex, and national origin.

ASCD should reaffirm the Association's commitment to equity and cultural diversity by regularly assessing its activities and by stating its position on these issues (1982). Reports calling for major reforms to improve the quality of our schools and achieve excellence have failed to address the issues of educational equity, including race, culture, economics, and sex. ASCD firmly believes that equity is necessary for excellence, and equity policies and programs must be a part of the reforms and ongoing agenda for our schools (1984).

C. Organizational Diversity

E. Equal Rights

ASCD should encourage the elimination of bias and role identification based on sex, and work for the rejection of de facto discrimination in the hiring and advancement of women.

As a firm supporter of equal rights (1972, 1978, 1980, 1983), ASCD is an opponent of sex discrimination and other forms of sexism.

ASCD members should become acquainted with the positions taken on the equal rights issue by legislators in their states or provinces and take such positions into account when voting in subsequent elections. ASCD also urges the U.S. Congress to renew past support for an equal rights amendment and urges supporters of equal rights to develop further approaches to achieve their goal (1983).

B. Affirmative Action

School administrators and boards of education should adopt policies of employment and assignment of certified personnel on the basis of their professional qualifications and personal fitness for the job without regard to race, religion, or national origin (1962).

In time of economic stress, employment gains made through educational affirmative action programs may be lost. ASCD should support affirmative action and parity among employees and lend its influence and financial support to achieve this end when necessary. Affirmative action should be the policy of each school entity, regardless of the method used to balance the budget (1978).

Developing Leadership: A Synthesis of ASCD Resolutions through 1990

K. Native American and Hispanic Concerns

ASCD has moved in the direction of cultural pluralism through (1) encouraging increased participation in ASCD program planning and membership on the staff by Native Americans and Hispanic Americans, (2) providing educational programs on cultural pluralism, and (3) endorsing educational legislation pertaining to these two groups.

ASCD supports: full funding of the Indian Education Act (1975); voluntary self-determination by Native Americans; Native American control of schools attended solely by Native American children; and tuition waivers for Native American students in U.S. state universities.

C. Organizational Diversity

H. Integration ✓

ASCD believes integrated schools to be the best proposition for fostering participation in pluralistic societies. Educators have a moral responsibility to provide affirmative leadership. ASCD supports instruction of educators in matters that will equip them for such leadership, including the issues of integration, the backgrounds of students from various ethnic groups, and options based on different philosophical positions.

ASCD supports desegregation, including expansion of busing programs (1976), if necessary, and integration, and opposes legal action designed to reduce the options available for dealing with problems of desegregation. Isolation by race and socioeconomic status is harmful to both majority and minority group members (1972).

ASCD encourages options that support integration (1976) and desegregation and commends the courageous leadership demonstrated by some educators and political leaders in moving toward this goal. Though the improvement of racial and ethnic relationships in American schools remains an urgent matter, many reports on education's problems say little or nothing about new imperatives regarding desegregation and integration. Therefore, ASCD calls on the U.S. Department of Education to commission a study to:

1. Report on the degree to which the *Brown v. Board of Education* decision has been carried out.
2. Reinstate the unfinished agenda regarding this issue.
3. Investigate the relationship of this issue to the present condition in American schools.
4. Relate the findings to the future of American education (1984).

C. Organizational Diversity

ASSOCIATION FOR SUPERVISION & CURRICULUM DEVELOPMENT

AFFIRMATIVE ACTION PLAN

JUNE 1991 - MAY 1992

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B. Student Diversity

4. ATE congratulates and supports the stance taken by the National Council for the Accreditation of Teacher Education on diversity of students and faculty in teacher education, and urges NCATE to remain firm in its resolve to maintain these criteria as vital in its Standards.

C. Organizational Diversity

1. ATE has consistently supported affirmative action, multicultural education, and the rights and responsibilities of under-represented groups. The Delegate Assembly has passed resolutions to this effect on numerous occasions. The Commission on the Education of Teachers into the 21st Century, in its report endorsed by the Board of Directors and the Delegate Assembly in 1991, reflected the Association's continuing position on diversity.

2. ATE reaffirms its position that diversity in education is important in a democracy, and that prospective teachers and university faculty represent that diversity.

3. ATE has taken a position that affirmative action is not a quota system, but an opportunity to optimize the resources needed in American education.

ATE resolves to demonstrate its commitment to diversity in its governance by ensuring that existing structures and those newly created represent that diversity.

P.03

The ATE Board of Directors will develop strategies for attracting minorities into teacher education and for facilitating the recruitment and placement of faculty and students to represent that diversity.

Collaboratives for Humanities and Arts Teaching **CHART**

A. Curriculum/content

CHART is a program of the Rockefeller Foundation School Reform Initiative, operating on a Foundation guideline to enchance multicultural and international understanding and serving average students in urban and rural schools.

B. Student Diversity

CHART serves average students in settings where there is a high likelihood of minority presence. Our policy is to demonstrate their capacity not only to understand diverse arts and humanities, but to learn in school to create diverse arts and humanities as well.

B. Student Diversity

Promises to Keep

TION AGENDA• EDUCATION COMMISSION OF THE STATES

ECS Priorities for Action

- Contribute to development of a critical mass of women and people of color in leadership roles across the education system — pre-kindergarten to graduate and professional education, schoolhouse to statehouse.

- Build the capacity of state and institutional leaders to improve minority student participation and achievement.

- Identify and promote changes in policy and practice that will lead to *all students* learning at much higher levels. Emphasize policy and action to reduce fragmentation in policy making to better serve children, youth and families; to promote equity in education finance; to address issues unique to urban education: to eliminate causes of preventable learning impairments; and to help students raise their personal education goals and expectations.

- Support mentoring programs that foster constructive relationships with students; promote service as integral to education for the democracy.

- Promote efforts to ensure the participation and empowerment of *students* in efforts to restructure education.

C. Organizational Diversity

Promises to Keep

TION AGENDA • EDUCATION COMMISSION OF THE STATES

- Model organizationally the value of diversity and infuse its value in all aspects of ECS operations.

Educational Theatre Association **ETA**

A. Curriculum/content

RESOLVED by the Board of Trustees of the Educational Theatre Association, November 1991:

The Educational Theatre Association believes that in order to become a truly effective national organization, and in order to fulfill our mission statement "to promote and strengthen theatre arts programs in the nation's schools," we must attempt to:

- Encourage and support teachers to develop teaching programs and methods to reach all populations.

- Expand, guide and promote a vision of cultural, racial and ethnic diversity in theatre education.

B. Student Diversity

- Promote to the general public the value of theatre as a powerful social and moral force.

- Promote and develop theatre that enhances the self esteem of all students and teachers.

- Work to insure that all students are afforded viable and vital theatre experiences during their K-12 years, regardless of ethnic, racial, cultural or economic background.

C. Organizational Diversity

- Reshape ETA to include cultural, racial and ethnic diversity in ETA's membership and in the field of theatre education.

- Attract, develop and utilize leadership from different cultural, ethnic and racial groups at all levels of ETA.

A. Curriculum/content

On Ethnic Minorities in Teaching Materials

Background

Traditional presentations of the backgrounds of history and society often distort or ignore achievements of peoples whose descendants are now ethnic minorities. Furthermore, the materials often ignore the participation and even the presence of ethnic minorities in the rich fabric of society, thus denying minority students access to the achievements of their forebears, and also denying majority students the benefit of a broader perspective on human history. The remediation of this situation lies partly in the availability of adequate teaching materials. Be it therefore

Resolution

RESOLVED, that the International Reading Association urge publishers of tradebooks, textbooks and other educational media, including, but not limited to, those intended for reading and language arts at all levels, to portray in their publications a broad perception of human history and, in their depiction of any country, to integrate an adequate account of the presence and participation of racial ethnic minority groups and their contributions to its history and literature;

that IRA urge other professional groups to join us in this endeavor; and

that IRA urge boards of education, local and state, provincial and national, and reading and language arts teachers at all levels to make such broad and fair representation of all peoples in teaching materials a criterion for their use in schools.

Adopted by the Delegates Assembly
May 1988

Board of Directors at Time of Adoption

Phyllis I. Adams, President
Patricia S. Koppman, Vice President
Dale D. Johnson, Vice President-elect
Ronald W. Mitchell, Executive Director
Marie C. DiBlasio
Hans U. Grundin
Jerome C. Harste
Margaret Pope Hanley
Jane M. Hornburger
Merrilyn Brooks Kloeikorn
P. David Pearson
Carol M. Santa
Nancy W. Seminoff

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B. Student Diversity

BOARD POSITION

Multiliteracy Statement

Multiliteracy Statement

WHEREAS, the native language is acquired in the intimacy of one's family where memories, feelings, and values shape character and personality;

WHEREAS, the native language skills serve well in organizing one's personal world, and provide the foundation for first language literacy;

WHEREAS, the normal child who speaks and understands the native language may be expected to read and to write that language;

WHEREAS, the best predictor of success in other languages is proficiency in one's own;

WHEREAS, the International Reading Association is dedicated to the advancement of world literacy for all individuals, everywhere;

THEREFORE, BE IT RESOLVED that the Board of Directors of the International Reading Association recommends

1. that legislative and administrative efforts to improve reading instruction for language minority students be actively supported;
2. that institutions of higher education resolve to improve teacher preparation programs that address in greater depth the instructional needs of language minority students;
3. that all groups concerned with the education of language minority students work together toward developing and maintaining high quality literacy programs; and
4. that every professional and personal effort be made by the members of the International Reading Association to respond sensitively to the unique problem and promise of multiliteracy.

Prepared by the Multiliteracy in Multicultural Settings Committee and adopted by the Board of Directors of the International Reading Association, January 1985

International Reading Association
800 Barksdale Road
PO Box 8139
Newark, Delaware 19714 USA

Officers at Time of Adoption

Bernice E. Cullinan, President
John C. Manning, Vice President
Rosalinda Barrera, Vice President-elect
Ronald W. Mitchell, Executive Director

Board of Directors
Barbara S. Goldstein
Doris Roettger
Judith N. Thelen
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Barbara M. Kaiser
Carl Braun
Nora Forester
Susan Mandel Glazer

ira

C. Organizational Diversity

POLICY STATEMENT ON THE PROMOTION OF PLURALISM AND DIVERSITY
Adopted by JCEE Board of Trustees, June 1991

The Joint Council on Economic Education needs to ensure that its Trustees and staff have a shared belief in its mission and essential values and sufficient commitment to give the time and resources needed.

However, also mindful of an overall mission to better American society, the Joint Council on Economic Education affirms its commitment to reflecting that society's diversity in its Board of Trustees, staff, and programs.

A. Curriculum/content

The Music Educators National Conference believes that the K-12 music program should be designed to produce individuals who:

(1) are able to perform music alone and with others;
(2) are able to improvise and compose music;
(3) are able to use the vocabulary and notation of music;
(4) are able to respond to music aesthetically, intellectually, and emotionally;
(5) are acquainted with a wide variety of music, including diverse musical styles and genres, representing cultures from throughout the world;
(6) understand the uses and influences of music in the lives of human beings;
(7) are able to make aesthetic judgments based on critical listening and analysis;
(8) have developed a commitment to music;
(9) support the musical life of the community and encourage others to do so; and
(10) are able to continue their musical learning independently.

That the music program in every American school should (1) be suited to the needs of the individual students, (2) reflect the multimusical nature of our pluralistic American culture, (3) include samples of the various musics of the world, (4) be responsive to the requirements of the diverse special populations present in our schools, including the musically gifted and talented, (5) provide sufficient course offerings for students who lack the time, talent, or commitment to participate in select performing groups and similar activities, and (6) incorporate the music, media, and technology of contemporary America.

That the music included in the school curriculum should represent diverse periods, styles, forms, and cultures.

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B. Student Diversity

The Music Educators National Conference believes that every student at every level, K-12, should have access to a balanced, comprehensive, and sequential program of music instruction in school taught by teachers qualified in music.

That the finest possible education in music should be available to every student in the nation and that every student should have an equal opportunity to study music. MENC believes that the quality and quantity of music instruction received by a student should not be a result of geographic location, social status, racial or ethnic status, urban/suburban/rural status, or parental or community wealth.

That, although formal instruction in music is very important in the development of those students who are gifted and talented in music, the primary purpose of music instruction in the schools is to improve the quality of life for all students through the development of their capacities to participate fully in their musical culture.

That music education should be a lifelong process and should embrace all age groups.

That a strong music program is important in every American school in order to provide musical experiences of breadth and depth for every student. Education in music can also (1) identify and develop the musical talents of all students, (2) enhance students' sense of personal worth and self-esteem, (3) provide an opportunity for success for students who routinely face disappointment and failure in school, and (4) bring joy and beauty into the lives of students and teachers and thereby make the schools more enjoyable places in which to learn.

MENC recognizes that increased efforts are necessary to meet the music needs of students with disabilities, at-risk students, and students who are gifted and talented in music.

That students with disabilities should, to the fullest extent possible, have the opportunity to participate in elective choral and instrumental experiences on the same basis as other students.

That special programs should be available to meet the needs of students who are gifted and talented in music.

That when students with disabilities are mainstreamed into regular music classes (1) music educators should be involved in the placement decisions, (2) placement should not result in classes exceeding the standard class size, (3) placement should not result in a disproportionate number of disabled students in any class, (4) placement should be based on musical achievement when it is based on musical achievement for other students, and (5) music educators working with special education students should have access to in-service education in special education.

National Art Education Association NAEA

A. Curriculum/content

The following statements are taken from the *National Arts Education Accord*:

The arts education asssociations believe that students at every level should be given ample opportunities to develop their abilities to analyze the arts with discrimination, to understand the historical and cultural backgrounds of the art forms they encounter, to make relevant critical judgements about the arts, and to deal with aesthetic issues relevant to the arts.

National Art Education Association NAEA

B. Student Diversity

The arts education associations believe that the arts programs in every American school should:

1. Be suited to the of the individual students;
2. Reflect the multicultural nature of our pluralistic American society,
3. Be responsive to the requirements of the diverse special populations present in our schools, including the artistically talented;.....

The arts education associations believe that all students at every level, early childhood through high school, should be provided with a balanced, comprehensive, and sequential program of instruction in each of the arts in their schools, these programs to be taught by qualified art, music, theatre, and dance teachers.

The arts education associations believe that the finest possible education in the arts should be available to all students and that every student should have an equal opportunity to study the arts. The associations believe that the quality and quantity of arts instruction

National Association for Sport and Physical Education NASPE

A. Curriculum/content

Priority 6: Promote cultural diversity and equity in the development and conduct of sport and physical education progams.

A. Increase membership of under-represented groups (ethnic minorities and people of color) by 5%. (Ethnic Minority Committee).

B. Identify potential minority members to serve in leadership positions. (Cabinet and Ethnic Minority Committee)

C. Prepare and publish multi-cultural awareness materials for school physical education professionals. (Publications Coordinator).

D. Develop and fund a study of methods for attracting more minorities into the profession (Ethnic Minority Committee).

E. Develop and initiate a mentor program targeted at minority undergraduate and graduate students (Ethnic Minority Committee).

F. Develop a strategy for encouraging greater cultural diversity on convention programs. (Convention Coordinator).

G. Hire ethnic minorities for vacant staff positions within NASPE. (Executive Director).

National Coalition for Education in the Arts NCEA

American Council for the Arts ACA

A. Curriculum/content

Efforts to encourage direct personal contact between different ethnic groups are needed. E.g., collaborative ventures in multicultural arts that strengthen the relationship between cultural diversity and the unifying national culture; exploration of public policy, multicultural arts, ethnic diversity, student attitudes and American culture; the arts as the basis for shared experiences of different ethnic groups in celebration of American culture; reduction of stereotyping, engendering of mutual understanding and breakdown of racial tensions, etc. through use of themes that celebrate cultural diversity in the national fabric; contributions to American life by different ethnic groups, etc.

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National Coalition for Education in the Arts NCEA

American Council for the Arts ACA

B. Student Diversity

Efforts to encourage direct personal contact between different ethnic groups are needed. E.g., collaborative ventures in multicultural arts that strengthen the relationship between cultural diversity and the unifying national culture; exploration of public policy, multicultural arts, ethnic diversity, student attitudes and American culture; the arts as the basis for shared experiences of different ethnic groups in celebration of American culture; reduction of stereotyping, engendering of mutual understanding and breakdown of racial tensions, etc. through use of themes that celebrate cultural diversity in the national fabric; contributions to American life by different ethnic groups, etc.

B. Student Diversity

SOCIAL

Improved sensitivity, understanding, appreciation, and consideration of others both for their similarities and their differences.

C. Organizational Diversity

Membership

National Council for the Social studies will promote the full and active participation in the social studies profession of men and women from all levels of education, all ethnic groups, and all geographic areas, urban, rural, and suburban. In all policies and activities, every effort will be made to achieve this goal.

Staffing

The policy of equal employment opportunity governs all personnel policies and practices without regard to race, religion, national origin, sex, marital status, sexual orientation, political beliefs, age, or physical handicap. Recruitment, advertising or solicitation for employment of any person shall be in keeping with the Council's equal employment opportunity and affirmative action policy. Similarly, the hiring, placing, retention, grading, or transfer of any person shall be determined on the basis of individual merit and qualifications.

A. Curriculum/content

#87.1 THE STUDY OF LITERATURE

BACKGROUND: The reduction of literature "to an accumulation of particular facts such as titles, names, phrases, and dates" negates its very integrity, the proposers of this resolution said. The study of literature, they contend, is a complex process in which readers engage a text and integrate meaning into their own experiences. The student thus attains meaning that is far more significant than a fixed body of knowledge.

Literature derives from many cultures, the proposers pointed out, and to teach one literature and one culture in American schools is to ignore the cultural diversity mirrored in the nation's school population.

RESOLVED, That the National Council of Teachers of English oppose curricula that reduce literature to lists of information; and

that the Council further oppose efforts to deny a multicultural student population access to literature which represents all cultures.

#76.1 AWARENESS OF RACISM AND SEXISM

BACKGROUND: In this Bicentennial year, it seems especially appropriate for NCTE to take conscious steps to eliminate racism and sexism in America's schools. NCTE has already made clear its opposition to the perpetuation of either racism or sexism by establishing a Task Force on Racism and Bias, a Committee on the Image of Women, and by such other activities as preparing guidelines for the development of multi-ethnic materials, organizing workshops and printing special publications, and developing and publishing guidelines for non-sexist language for its own publications. Even so, in spite of what has been done and what is being attempted, this is precisely the moment to do more. Therefore, be it

RESOLVED, That NCTE mount an accelerated three year action program to increase the level of awareness of present and future NCTE members--and thereby of their students--to manifestations of and damages from, racism and sexism; and to this end be it further

RESOLVED, That the NCTE Executive Committee charge appropriate Council groups with the responsibility for developing exemplary curricula for pre-service and in-service education of teachers. These curricula will emphasize the development of abilities necessary to help teachers and their students to deal effectively with racism and sexism. Be it further

RESOLVED, That NCTE produce these exemplary curricula in either printed or audio visual form, and make them available for school use.

National Council of Teachers of English NCTE

A. Curriculum/content

#75.5 MULTI-CULTURAL CURRICULUM MATERIALS

BACKGROUND: Students already have ample opportunities to experience the art and the traditions of the Western World, particularly those of Ancient Greece and Rome. For students who are members of minority cultures, the incorporation of the study of those cultures into the traditional study of the humanities would supplement and enrich their knowledge of their own heritage. For students who are members of the majority cultures, study of the same materials could enhance their understanding of people and influences which have shaped their environment.

As part of its Bicentennial celebration, it is appropriate that this country glorify the achievements of a nation composed of an unprecedented and unique mix of cultural and ethnic groups. However, this diversity of cultures is not adequately reflected in curricular materials and audio-visual aids designed for use in teaching language and the humanities. Materials that record and reflect the art, literature, and traditions--especially of the Mexican American, the Asian American, and the Native American are largely unavailable. Although the intense efforts of the past several years have increased the visibility of Afro-Americans in humanities materials, a need remains for greater quantity and higher quality of Black materials as well. Be it therefore

RESOLVED, That NCTE, through its Executive Committee, urge publishers to increase the production of books, films, records, and other study materials which accurately and sensitively depict Mexican American, Asian American, Afro-American, Native American, and other indigenous minority cultures and traditions, for use in elementary schools, secondary schools, and colleges.

#69.8 TEACHER PREPARATION PROGRAMS TO INCLUDE MULTI-ETHNIC AND MULTI-CULTURAL APPROACHES

BACKGROUND: Preparation of teachers of English is still, in many instances, predicated on the assumption that the English program in the schools should be designed to introduce students to only one cultural heritage and to only one society. The National Council of Teachers of English should vigorously question that assumption whenever and wherever it appears. Specifically, the National Council of Teachers of English should advocate that programs for teacher preparation should include courses in multi-ethnic and multi-cultural approaches to the teaching of English. Be it therefore

RESOLVED, That the National Council of Teachers of English, acting through the Conference on English Education, contribute to the design and implementation of courses which will reflect the cultural and ethnic plurality which exists in American society today.

B. Student Diversity

#74.2 THE STUDENTS' RIGHT TO THEIR OWN LANGUAGE

BACKGROUND: At its 1974 annual business meeting, the Conference on College Composition and Communication passed a resolution on the Students' Right to Their Own Language. The following statement differs from that resolution primarily by adding a distinction between spoken and written English.

We are aware of the rich diversity of American culture that is expressed in all the regional, ethnic, and social dialects of American English.

We accept the linguistic premise that all these dialects are equally efficient as systems of communication; that none of them is a distortion or corruption of a single dialect that is superior to all the others; and that speaking a particular dialect does not in itself interfere with learning to read or with learning to write clearly and cogently. Be it therefore

RESOLVED, That NCTE affirm the students' right to their own language--to the dialect that expresses their family and community identity, the idiolect that expresses their unique personal identity;

affirm the responsibility of all teachers of English to assist all students in the development of their abilities to speak and write better whatever their dialects;

affirm the responsibility of all teachers to provide opportunities for students to learn to express ideas clearly and cogently in writing and to provide opportunities for students to learn the conventions of what has been called written edited American English; and

affirm strongly that teachers must have the experience and training that will enable them to understand and respect diversity of dialects. Be it further

RESOLVED, that, to this end, the NCTE make available to other professional organizations this resolution as well as suggestions for ways of working with linguistic variety, as expressed in the CCCC background statement on the students' right to their own language; and

promote classroom practices to expose students to the variety of dialects that occur in our multi-regional, multi-ethnic, and multi-cultural society, so that they too will understand the nature of American English and come to respect all its dialects.

B. Student Diversity

#68.3 LANGUAGE NEEDS IN A MULTI-CULTURAL SOCIETY

BACKGROUND: The National Council of Teachers of English has long sought to provide appropriate leadership in programs of schooling for all of the children of all of the people. At present, the language needs of young people within this multi-cultural, multi-ethnic society appear to be central elements in the most significant educational crisis since the founding of the common school. The presence of this crisis requires a drastic increase in our collective and individual attention to particular needs of young people in ethnic and cultural minorities and to the improvement of our performance in meeting those needs. Be it therefore

RESOLVED, That the National Council of Teachers of English call upon all teachers of English language arts to recognize that they must do far more than they have done to meet the needs of young people in minority groups within this multi-cultural society;

that the membership support the intention of the Executive Committee to commit a higher proportion of the resources of the Council to find new and imaginative solutions to the language needs of these young people;

that each member of the committees and commissions of the Council take immediate steps to reconsider the goals and priorities of the committee or commission, so as to devote greater energy toward finding and implementing solutions which will meet the needs of these young people;

that each member of NCTE be exhorted to reflect on this *responsibilities in the present crisis, to act within his competence to resolve that part of the crisis that is within his reach.

*NOTE: This resolution was adopted prior to adoption of the NCTE position on sexist usages.

C. Organizational Diversity

RESOLUTIONS

HUMAN RIGHTS – MINORITY ISSUES

More than 30 years ago, NCTE took an early stand on human rights by declining to meet in any city discriminating against Black teachers attending our meetings. From that legacy and the tempest of the 60's NCTE has been consistently opposed to discrimination against minorities and women. NCTE has declared that it will not countenance affiliate organizations which are not open to all members of the profession without regard to race, color, creed, or national origin. It has called on teachers and the Council itself to be diligent in meeting the needs of young people of minority groups and, among other things, to prepare or urge others to create curricula reflecting the ethnic and cultural plurality in American society. The Council has also called for inclusion of test items requiring knowledge of Black Literature among teachers and students; and in a major policy statement, the Board of Directors asked advertisers in our journals, in effect, not to submit ads for American literature and world literature texts which did not include non-white and non-Western writers. Publishers have also been urged to increase production of teaching materials which accurately reflect our cultural diversity.

The rights of women have figured in resolutions on sex-role stereotyping and sexist language in reading materials and in classroom practices. The Board of Directors called for the Council to demonstrate in its publications that nonsexist language can convey meaning without sacrificing style or grace. The Council has urged ratification of the Equal Rights Amendment and has created special groups to prepare exemplary curricula to help teachers and students deal effectively with sexism as well as racism.

GENERAL POLICY

It is the policy of the National Council of Teachers of English to assure equal opportunity for all present and prospective employees regardless of race, creed, color, sex, age, national origin or handicap. These policies and plans extend to all areas of employment including recruiting, selection and hiring, promotions or fringe benefits.

#85.5 AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

BACKGROUND: This resolution expresses the belief of NCTE members that the health of the United States as a nation depends on insuring that all of its citizens have access to quality education and the opportunity to pursue it. Proposers voiced concern that efforts to ignore or weaken programs for ensuring affirmative action and equal opportunity threaten the ability of schools to serve students and support teachers from diverse backgrounds. The text of the resolution follows.

RESOLVED, That the National Council of Teachers of English reaffirm its commitment to affirmative action and equal opportunity in education and in its own affairs; and

that NCTE charge its Task Force on Minority Participation in NCTE to formulate recommendations on how the Council can become more effective in supporting those

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C. Organizational Diversity

#80.5 THE RESPONSIBILITY OF ENGLISH TEACHERS IN A MULTILINGUAL, MULTICULTURAL SOCIETY

BACKGROUND: The teacher of English language arts plays a key role in the integration of linguistically and culturally diverse learners in the school and the community. That role is becoming more complex as increasing numbers of students form a variety of cultures enter the general school population.

In recent years, educators have learned a great deal, through research and practice, about language learning and language differences. Much more, however, needs to be done in applying this knowledge in the regular classroom. Be it therefore

RESOLVED, That the National Council of Teachers of English and its members affirm that responsibility of the English teacher profession to develop the English language skills of all our students, including the linguistically different, whether bilingual, bi-dialectal, or non-English speaking;

that NCTE and its members seek ways to make our commitment known to the United States Department of Education, the state departments of education, board of education, school administrators, teachers, parents, and the general public;

that NCTE and its members work with the foregoing groups and other professional associations to help school systems and classroom teachers develop appropriate resource materials, teaching techniques, curricula, and in-service training programs;

that NCTE and its members promote and disseminate materials and offer guidance through NCTE journals and other publications, through conventions and conferences, and by other appropriate means; and

that NCTE and its members urge the passage of legislation that will support the efforts of language arts teachers to develop the English language skills of students who are linguistically diverse.

#72.6 PREPARING TEACHERS WITH KNOWLEDGE OF THE LITERATURE OF MINORITIES

BACKGROUND: Activities of recent years have indicated growing awareness among English teachers that a study of American literature must include the literature of racial and ethnic minorities of America. Teachers have revised courses to reflect this belief; the National Council of Teachers of English itself has adopted a policy refusing to advertise as "American" literature any anthology which does not include the literature of American minorities. Even greater emphasis can be given to this concern by having it reflected on nationally used standardized tests of literature. Be it therefore

RESOLVED, That the NCTE express to the major testing services its continuing belief that questions about American literature should require the examinees to demonstrate knowledge of the literature of racial and ethnic minorities in America

C. Organizational Diversity

#72.2 ESTABLISHING A MINORITY AFFAIRS COMMITTEE

BACKGROUND: At its business meeting in 1971, the NCTE approved a sense-of-the-house motion that the NCTE establish a Minority Affairs Advisory Committee, which might assume responsibilities for promoting and fostering greater minority group participation in the NCTE, suggesting programs on minority group affairs related to the teaching of English, etc. Be it therefore

RESOLVED, That the NCTE Executive Committee, in consultation with the Task Force on Racism and Bias in the Teaching of English and in consultation with the proposers of the 1971 sense-of-the-house motion #3, immediately consider implementation of the 1971 house motion to appoint a Minority Affairs Advisory Committee.

BOARD OF DIRECTORS, 1964

RESOLVED, That the National Council of Teachers of English, affirming its belief in the dignity of every man, declare its membership and the membership of all its affiliates open to all members of the profession without regard to race, color, creed, or national origin; that those affiliates in conflict with this policy take immediate steps leading to compliance; that the National Council provide assistance where requested; and that those affiliates which have not complied with this policy before the national convention of the National Council of Teachers of English in November 1966 shall lose their affiliate status.

#76.1 AWARENESS OF RACISM AND SEXISM

BACKGROUND: In this Bicentennial year, it seems especially appropriate for NCTE to take conscious steps to eliminate racism and sexism in America's schools. NCTE has already made clear its opposition to the perpetuation of either racism or sexism by establishing a Task Force on Racism and Bias, a Committee on the Image of Women, and by such other activities as preparing guidelines for the development of multi-ethnic materials, organizing workshops and printing special publications, and developing and publishing guidelines for non-sexist language for its own publications. Even so, in spite of what has been done and what is being attempted, this is precisely the moment to do more. Therefore, be it

RESOLVED, That NCTE mount an accelerated three year action program to increase the level of awareness of present and future NCTE members--and thereby of their students--to manifestations of and damages from, racism and sexism; and to this end be it further

RESOLVED, That the NCTE Executive Committee charge appropriate Council groups with the responsibility for developing exemplary curricula for pre-service and in-service education of teachers. These curricula will emphasize the development of abilities necessary to help teachers and their students to deal effectively with racism and sexism. Be it further

RESOLVED, That NCTE produce these exemplary curricula in either printed or audio visual form, and make them available for school use.

Mathematics for Language Minority Students

Every student is entitled to a mathematics education providing preparation for a full range of careers having mathematical prerequisites. Cultural backgrounds or difficulties with the English language must not exclude any student from full participation in the school's mathematics program. Those language minority students needing assistance must be given special help to facilitate their learning of mathematics.

Therefore, the National Council of Teachers of Mathematics makes the following recommendations:

* All students, regardless of their language or cultural background, must have access to the full range of mathematics courses offered. Their patterns of enrollment and achievement should not differ substantially from those of the total student population.

* When unusual patterns do exist, educators have the responsibility to identify and remove school-and classroom-based barriers by providing language-based support services to help the student overcome obstacles due to a lack of proficiency in English, the language of instruction. Such services might include, but not necessarily be limited to, bilingual instruction, mathematics in programs for English as a second language, or tutorial assistance.

* The following activities, recommended for all students, are especially important in providing the best possible mathematics education for language minority students:

  The provision of academic counseling to support students and encourage them to take additional mathematics courses
  The use of a variety of teaching strategies
  The communication of the importance of mathematics and the nature of the mathematics program to both students and parents

* In order to verify that barriers have been removed, educators should monitor enrollment and achievement data to determine whether language minority students have gained access to, and are succeeding in, mathematics courses. Such reviews should be conducted at the district, state/provincial, and national level

B. Student Diversity

The Mathematics Education of Underrepresented Groups

The National Council of Teachers of Mathematics is committed to the principle that females and other underrepresented groups should be full participants in all aspects of mathematics education, both as students and as teachers.

In recent years much concern has been expressed about underrepresented groups in mathematics education. These groups are composed of students who do not take advanced mathematics courses and fail to enter mathematics-related vocations and careers in proportion to their representation in the population. The groups include females, blacks, language-minority students, and Native Americans.

Often employment opportunities and paths to continuing education are closed to those in underrepresented groups because of powerful social influences that discourage them from the study of mathematics beyond that required by school policy. Mathematics educators must make an individual and organizational commitment to eliminate any psychological or institutional barriers to the study of mathematics. Innovative ways must be explored to convince both students and parents from underrepresented groups of the vital importance of mathematics courses in keeping both educational and career options open.

Schools and districts whose enrollment in their most advanced mathematics classes does not reflect the overall demographic data for the school population should examine both their programs and their faculty for influences that might be leading to mathematics avoidance. Teachers at all educational levels should have the expectation that students from all segments of the population can be successful in mathematics. The teacher is in a key position to stimulate and encourage all students to continue the study of mathematics.

Comprehensive programs of content and individual support must be developed and adequately financed to promote and ensure the mathematical education of students from all the underrepresented groups. Therefore, the NCTM and all its members must continue to address the needs for increasing the participation and achievement of the underrepresented groups in mathematics education. Both simple justice and future economic productivity require that we do so without further delay.

B. Student Diversity

All Students

Throughout these standards the phrase *all students* is used often. By this phrase we mean to set the mathematical education of every child as the goal for mathematics teaching at all levels, K-12. In April 1990, the NCTM Board of Directors endorsed the following statement:

> As a professional organization and as individuals within that organization, the Board of Directors sees the comprehensive mathematics education of every child as its most compelling goal.
>
> By "every child" we mean specifically—
>
> - students who have been denied access in any way to educational opportunities as well as those who have not
> - students who are African American, Hispanic, American Indian, and other minorities as well as those who are considered to be a part of the majority;
> - students who are female as well as those who are male; and
> - students who have not been successful in school and in mathematics as well as those who have been successful.

It is essential that schools and communities accept the goal of mathematical education for every child. However, this does not mean that every child will have the same interests or capabilities in mathematics. It does mean that we will have to examine our fundamental expectations about what children can learn and can do and that we will have to strive to create learning environments in which raised expectations for children can be met.

A. Curriculum/content

Resolutions Adopted by the 1991 NEA Representative Assembly

ents, students, teachers, and educational support personnel.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 91)*

A-2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Appreciate the aesthetic and moral qualities of life

f. Formulate values for their lives that will lead to continual growth and self-fulfillment

g. Recognize and appreciate the cultural, social, political, and religious differences found throughout the nation and the world

h. Use leisure time effectively and develop sound physical health habits

i. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen through the use of licensed teachers comprehensive programs of education that aspire to these goals. (69, 89)

*Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.

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A. Curriculum/content

C-24. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping students perceive the cultural diversity of U.S. citizenry so that they may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 89)

A. Curriculum/content

E-1. Selection of Materials and Teaching Techniques

The National Education Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials. (69, 86)

E-4. Cultural Diversity in Instructional Materials and Activities

The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 86)

I-7. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all students about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the subject of the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81, 89)

I-38. English as the Official Language

The National Education Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service, and all other forms of communication.

The Association believes that English is the language of political, social, and economic communication in the United States. However, efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged. (87, 89)

I-8. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon American to eliminate—by statute and practice—barriers of race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statute of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies

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B. Student Diversity

B-7. American Indian/Alaska Native Education

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures.

The Association believes that adequate federal funding for American Indian/Alaska Native education must be provided to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives—provided that such programs are voluntary. Any termination of federal support as either a direct or an indirect result of efforts to extend self-determination is opposed.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. Involvement of American Indians/Alaska Natives in teacher training programs dealing with cultural pluralism and Native values

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students

d. Participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs

i. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives

j. Control of Native lands by American Indians/Alaska Natives

k. The celebration of National American Indian/Alaska Native Heritage Month.

l. Retention and enforcement of legislation that protects, serves, and maintains the integrity of American Indian/Alaska Native families and their tribal cultures so that, if a child has to be removed from his or her home, placement should be determined by the child's tribe. (76, 91)

B-8. Hispanic Education

The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association supports efforts provide for—

a. The recruitment, training, and ployment of bilingual teachers, counse and other professional and support sta meet the needs of Hispanic students

b. Federal and state programs estab ing appropriate educational opportun for Hispanic students

c. Federal and state grants and sch ships for higher education that will facil the recruitment, entry, and retentio Hispanics

d. Celebration of National Hisp Heritage Month as a means of acknowl ing the contributions of Hispanics to history and development of the U States, its territories, and the Comm wealth of Puerto Rico

e. Dissemination of information programs that include the values, her language, culture, and history of Hispa

f. Recognition of Hispanic educato role models

g. Hiring and promotion of His educators in positions at all levels o education profession.

The responsibility for developing implementing programs for Hispanic dren should be realized by state and agencies, regardless of the availabili federal funds. (72, 90)

B-9. Asian and Pacific Islander Education

The National Education Associatio ognizes that the complex and diverse of Asian and Pacific Island children r the development of programs that pr the rich heritage of their cultures. It be that adequate federal funding mu provided for the—

a. Development of curriculum and instructional materials

b. Dissemination of programs and information

c. Preservice and continuing education of teachers

d. Education of Asian and Pacific Island adult refugees.

The National Education Association supports the celebration of Asian/Pacific Heritage Month and encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Island heritage and culture. (79, 90)

B. Student Diversity

B-10. Black American Education

The National Education Association recognizes that the complex and diverse needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups to assure the development of adequate and equal educational programs.

The Association supports efforts that provide for—

a. Celebration of Black History Month as a means of acknowledging the contribution of Black Americans to the history and development of these United States

b. Recognition of Black educators as role models

c. State and federal funding of scholarships to facilitate the entry of Black students into the teaching profession

d. Passage of state and national legislation to promote the preservation of Black heritage and culture

e. Involvement of Black educators in developing educational materials used in classroom instruction

f. Programs that address the alarming high school dropout rate among Black male students and encourage continued education, thereby increasing their participation in the work force

g. English proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English

h. Dissemination of information and programs that include the values, heritage, language, culture, and history of the Black American

i. Development of athletic programs that promote educational excellence, not just athletic power

j. Opposition to the resegregation of the public schools through special classes

k. Hiring and promotion of Black educators in positions at all levels of the education profession. (81, 91)

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B. Student Diversity

C-33. Discriminatory Academic Tracking

The National Education Association believes that the use of discriminatory academic tracking based on socioeconomic status, race, or sex must be eliminated in all public school settings. The Association urges its affiliates to oppose these practices. (88)

C-35. Educational Programs for Limited English Proficiency Students

The National Education Association believes that limited English proficiency (LEP) students must have available to them programs that address their unique needs and that are committed to providing equal opportunity to all students, regardless of their primary language.

The Association urges that the programs for LEP students emphasize proficiency (the ability to speak, read, write, and reason in English) as a primary goal to enable these students to reach their full potential in an English-speaking society. At the same time, meaningful instruction should be provided in all other curriculum areas.

The Association urges that those students whose primary language is other than English be placed in bilingual education programs to receive instruction in their native language from qualified teachers until such time as English proficiency is achieved. If no bilingual programs are available, these students should be taught in English-as-a-second-language (ESL) programs designed to meet their specific needs. Under no circumstances should students with limited English proficiency be enrolled in special education classes solely because of linguistic differences.

The Association believes bilingual education programs should be promoted and supported at the federal, state, and local levels. Further, the Association a
full funding of all instructional n
resources, and programs for stude
limited English proficiency, as wel
training of education personnel
with these students. The school di
other appropriate agency should
released time for the training of
who instruct limited English p
students.

Educators, through a bargaining
bilateral decisionmaking process,
fully involved in the developme
implementation of programs servi
students, including the assignment
ers and the terms and conditions
employment. Teachers should be
sated at the teacher's hourly rate of
any additional time spent in trainin
should also be reimbursed for the
tuition, textbooks, and travel inc
such training.

The Association values biling
multilingual competence and supp
grams that assist individuals in attai
maintaining proficiency in thei
language before and after they
proficiency in English. (81, 90)

B. Student Diversity

C-69. Human and Civil Rights of Children and Youth

The National Education Association believes that the human and civil rights of children and youth must be protected.

The Association opposes the exploitation of children and youth under any circumstances. It condemns the use of children and youth by organizations, governments, and dissident political/military movements to advance their political objectives. It decries abuses of the rights of children and youth that may occur when governments suspend legal guarantees during times of political unrest and thereby subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration.

The Association opposes the impress or acceptance of minors into the service of the armed forces of any government or into the service of revolutionary forces under any circumstances.

The Association further believes that children and youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers in such centers must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children and youth in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children and youth who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors.

The Association opposes the imposition of the death penalty or life imprisonment without parole on individuals whose offenses were committed prior to age 18. (88)

I-8. Civil Rights

The National Education Association i committed to the achievement of a totall integrated society and calls upon American to eliminate—by statute and practice—barriers of race, color, national origin religion, gender, sexual orientation, age disability, size, marital status, and economi status that prevent some individuals, adul or juvenile, from exercising rights enjoye by others, including liberties decreed i common law, the Constitution, and statute of the United States. Civil order an obedience to the law must be ensured without abridgment of human and civi rights. Individuals, adult or juvenile, mus be assured a speedy and fair judicial proces with free legal counsel for those in need. T be effective citizens, individuals must b trained and aided in developing strategie

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C. Organizational Diversity

D-7. Teacher Preparation Pro Recruitment

The National Education Associa ports a strong program of teacher ment with special emphasis on rec of underrepresented candidates. Pre programs and recruitment efforts sh developed at high schools and com junior colleges in conjunction with tions of higher education with preparation programs. These effor

include the active participation of practicing pre-K through 12 teachers.

The Association believes that federally financed loan and grant programs should be established to encourage undergraduate students to become professional educators. Progressive forgiveness of the loan should be based upon the number of years of professional service.

The Association further believes in the encouragement and development of grants from both public and private sectors for students planning to pursue a career in education.

The Association encourages its state affiliates to work toward the development of similar programs. (90, 91)

D-9. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment

e. Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level speciality, reading, research and information skills, methodologies pertinent to the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, and teaching techniques

g. Include instructional content and experience that address our multicultural, multiethnic diversity, recognize the contributions of ethnics and other minorities, and provide techniques for teaching culturally diverse students

h. Include instructional content and experience in student assessment, classroom management, discipline, group processes, shared decisionmaking, strategic planning, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations

i. Include a variety of field experiences throughout the preparation program culminating in a practicum

j. Include instructional content in the areas of job contracts, salary schedules, benefit programs, and working conditions

k. Include practical instruction and experience in the processes, strategies, realities, responsibilities, and challenges of collective, shared decisionmaking and strategic planning. (70, 91)

C. Organizational Diversity

F-23. Civil Rights—Employment Protection

The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its commitment to protect the rights of all Association members and others. The Association urges all levels of government to monitor and enforce fair employment practice laws. The Association and its affiliates, working with federal, state, and local officials and agencies, shall work to promote enactment of and compliance with such laws and seek to include these rights in contractual agreements. (91)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

I-1. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse school employees.

b. Appropriate classroom and other student-related activities.

c. Further development of continuing education programs to educate school and community personnel.

d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies.

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society.

g. Student-related activities that are responsive to the cultural diversity and historical backgrounds of our society. (72, 88)

I-2. Integration in the Public Schools

The National Education Association believes that it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic teachers and administrators because of desegregation and bilingual programs. (69, 90)

I-3. Institutional Discrimination

The National Education Association believes that organizations are strengthened by offering membership on a nondiscriminatory basis.

The Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association urges its members now
lding membership in such organizations
work actively from within for the total
nination of such exclusionary clauses.

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C. Organizational Diversity

5. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

-6. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of

I-9. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations actively continue to seek the passage of legislation proclaiming Martin Luther King Day as a state holiday in every state. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 86)

I-10. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association urges local affiliates, in conjunction with other school/community groups, to lead in breaking down barriers that limit this freedom. The Association strongly opposes the discriminatory practice of redlining and urges affiliates to work toward its elimination. (69, 87)

I-11. Housing and Health Care for All

The National Education Association believes that all members of our society have the right to adequate housing and health care.

The Association urges its affiliates, in conjunction with local school/community groups, to seek and support legislation, policies, and programs to provide adequate housing and health care for the homeless and for all members of our society. (89, 91)

I-12. Minority-Owned Businesses

The National Education Association believes that minority-owned businesses should be encouraged. The Association urges the federal government to initiate and continue policies that encourage minority-owned businesses. (89)

I-13. Protection of Senior Citizens

The National Education Association urges that attention be brought to the plight of senior citizens who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 87)

C. Organizational Diversity

I-32. Violence Against and Exploitation of Asian/Pacific Islanders

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

I-35. Reparation of Native American Remains

The National Education Association believes in the dignity of the dead and encourages laws to prevent the robbing of graves.

The Association believes that the remains of thousands of Native Americans in storage throughout the United States should be returned for interment to the tribes and/or areas from which they were taken. The Association further believes that American Indian sacred items in museum collections should be returned to the tribes of their origin. (89)

J-5. Minority Participation in the Association

The National Education Association believes that at every phase of governance and on all decisionmaking levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels. (72, 86)

I-8. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies

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Organization of American Historians

OAH

A. Curriculum/content

The following statement regarding history education was formulated and is endorsed by the Executive Board of the Organization of American Historians. The OAH is the largest professional society created and sustained for the promotion, study and teaching of American history.

HISTORIANS STATE POSITION ON EDUCATIONAL CHANGES

The parties to the current debate regarding history curricula in the public schools profess a common interest in assuring that students receive a good history education. Many of them disagree, however, often stridently, on what a good history education entails. Some argue for the primacy of Euro-American history in the curricula. Others urge concentration on the history of non-Western peoples or on one or more racial minorities. Still others favor forms of multicultural or multi-ethnic history whose contents fall variously between the two polarities. All school teachers, professional historians, educational policymakers, and the lay public have an interest in the issue and should be encouraged to participate in the debate.

In the comments that follow, the Executive Board of the Organization of American Historians offers several observations which it hopes all interested parties will regard as constructive contributions to the ongoing dialogue.

History involves a continuing process of discovery, of reinterpretation, and of varying and often clashing perspectives. Therefore, great care should be taken to assure that the history taught in the public schools, whether that of racial minorities, women, and working people, or that of the whole society, be based upon sound historical scholarship. The best remedy for "bad history" and the best assurance of "good history" is well-trained and well-prepared history teachers who, understanding the dynamic nature of historical inquiry, can help students develop a critical perspective on the past.

The history curricula of public schools should be constructed around the principle that all people have been significant actors in human events. Students should therefore understand that history is not limited to the study of dominant political, social, and economic elites. It also encompasses the individual and collective quests of ordinary people for a meaningful place for themselves in their families, in their communities, and in the larger world.

--more--

The history of minority groups is critical to an understanding of the American past as well as the present. It should therefore be an integral part of the curricula of public schools. It comprises more, however, than the relations of minority groups to the larger society. Equally significant are the internal dynamics of minority group life as expressed in developments stemming from the roles which members of minority groups have played in their own communities.

Because history is tied up with a people's identity it is legitimate that minority groups, women, and working people celebrate and seek to derive self-esteem from aspects of their history. The traditional omission of these groups from, or their misrepresentation in, many United States history textbooks and the marginal treatment of societies outside Europe in most world history textbooks further justify such an objective.

A primary goal of history education is to foster mutual understanding and respect among people of different backgrounds and traditions. Historical study should proceed first from the clear acknowledgement that no major group or society has a wholly singular and static cultural heritage. On the contrary, the cultures of all people have become intermingled over time, often in subtle and complex ways that historians are still exploring. Consequently, in addition to contradicting the values which public schools should seek to impart, a history that asserts or implies the inherent superiority of one race, gender, class, or region of the world over another is by definition "bad history" and should have no place in American schools.

The multiple objectives of history education can best be served by curricula that afford students the opportunity in the public schools to study both the history of the larger society and the history of minority groups and non-Western cultures. Whether the people of the United States regard themselves as one nation or many, or as some combination of both, most Americans will probably recognize that they share certain common traditions, values, and experiences arising out of their common humanity and their interactions with one another. These include our political and economic institutions, however imperfect, a mass culture that affects everyone, and a common entitlement to freedom, equality, and dignity. A successful history education should help students understand what binds Americans together while simultaneously promoting respect for America's pluralism and diversity. We hope it will contribute to realizing a common future of reconciliation and equality across the boundaries of race, ethnicity, gender, and class.

C. Organizational Diversity

OAH Executive Board Minutes, November 3, 1990

UNANIMOUSLY adopted the wording of the AHA's Program Committee Guidelines pertaining to gender integration and diversity on annual meeting sessions as follows: "The Program Committee will actively seek to avoid gender-segregated sessions. It shall encourage proposers of individual sessions to ensure that whenever possible sessions include members of both sexes. The Program Committee shall likewise encourage proposers of sessions to include participants representing the full diversity of the OAH membership, such as ethnic and racial minorities and junior historians."

VOTED to adopt AHA statement on interviewing at the Annual Meeting as follows: "The OAH discourages interview activities in hotel bedrooms. If an interviewer feels it is necessary to use a facility outside the Job Registry, the Organization strongly advises that a parlor rather than a sleeping room be used and that a third person always be present in the room with the candidate. Interviewers using such facilities bear sole responsibility for establishing an appropriate professional atmosphere and should take special care to insure that all interviews are conducted courteously and in a proper and professional manner."

A. Curriculum/content

- **Eighth grade – intercultural communication**

By eighth grade, students should be able to understand the effects of cultural systems upon effective oral communication. Additionally, as cultural differences begin to influence student choices and activities, students should demonstrate an understanding and appreciation of multiculturalism (i.e., gender, race, ethnicity) as a significant variable affecting effective oral communication. The ability to recognize and effectively participate in intercultural communication are no longer skills which can be postponed until later in life. Students are clearly involved in intercultural communication environments in their junior high school years.

Yet, in a multicultural environment, communication competency may be extremely difficult to master. At this age, students are only beginning to formulate personal and ethical decisions regarding the role of multiculturalism within their own lives. Nonetheless, even by eighth grade, as Barbara Wood and her colleagues concluded in 1977 in the *Development of Functional Communication Competencies. Grades 7-12*, a student must become a "competent adolescent" who "gains and maintains the attention of others in socially acceptable ways," "expresses both affection and hostility to others," "praises oneself and/or shows pride in one's accomplishments," "takes into account another person's point of view in talking with that person, especially if asked to do so," "reads effectively the feedback of others and one's messages: supplies relevant feedback to others when they communicate," and "takes the role of another person effectively without being pushed to do so".[24] Likewise, Eileen Newmark and Molefi K. Asante, in *Intercultural Communication*,[25] have concluded that intercultural communication "awareness and sensitivity" must begin early in the "secondary school" stages.[25]

Relying upon the analysis provided by Newmark and Asante, Table 11 (next page) provides an overview of communication competencies which can guide oral communication instruction during this period. It is unlikely that students' attitudes can be dramatically influenced by a single course, for certainly racial, ethnic, and gender attitudes and values are part of a life-long process. Nonetheless, early formal exposure to and understanding of the intercultural communication process may introduce critical variables in students' affective, cognitive, and behavioral patterns of social interaction which alter how biases and discriminatory attitudes do and do not develop in students.

From: Speech Communication Association, Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade (Annandale, VA: Speech Communication Association, 1991), pp. 29-30.

A. Curriculum/content

Table 11

Examples of eighth grade international and intercultural communication competencies

1. Identify verbal and nonverbal communication cues distinguishing one's own and others' cultural environments and heritages.
2. Identify verbal and nonverbal communication patterns which are shared by distinct cultural systems.
3. Identify social institutions and historical experiences which distinguish and are commonly used by cultural systems.
4. Develop a sensitivity to and appreciation for the diverse ways in which experiences can be articulated verbally and nonverbally.
5. Develop an awareness of one's own desires, assumptions, and beliefs in order to experiment more freely in new patterns of behavior.
6. Communicate effectively in alternative cultural systems (e.g., adjust to different environments) without losing one's basic values.
7. Develop a self-concept which fosters trust, ego strength, open-mindedness, and the ability to accept ambiguity and diversity among people.

From: Speech Communication Association, Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade (Annandale, VA: Speech Communication Association, 1991), pp. 29-30.

B. Student Diversity

Moreover, communicating with others is no longer a matter of merely conveying information to others. The growth in the information economy has been matched by a similar growth in cultural diversity in the United States. Women and minorities such as blacks and Hispanics as well as a host of other minorities are increasingly entering professions in the Information Society. Communicating has become more complicated, for the same piece of information can now mean extremely different things to different groups of people. Success in information professions now requires a sensitivity to cultural differences and to the diverse meanings which can be associated with any particular word, nonverbal action, and symbol.

C. Organizational Diversity

SPEECH COMMUNICATION ASSOCIATION'S AFFIRMATIVE ACTION STATEMENT

Adopted by the

SCA Legislative Council

Anaheim, California, November 14, 1981

Since its organization in 1914, the Speech Communication Association has expressed a policy of non-discrimination. Beginning in 1971 a series of formal resolutions on affirmative action related to under-represented groups have been approved by SCA governing bodies. The following is a unified statement of the affirmative action policy of the SCA, based upon these resolutions of the past ten years.

1. The Speech Communication Association believes that no person should be discriminated against in employment, education, or professional advancement on the basis of race, color, religion, national origins, physical handicaps, sex, age, or affectional preference.
2. The Speech Communication Association encourages participation in communication research by members of all under-represented groups and encourages research dealing with the special communication problems of such groups.
3. The Speech Communication Association encourages membership by all persons interested in the study or practice of human communication and encourages the participation by all members in its Divisions, Sections, Caucuses, Commissions, and Committees.
4. The Speech Communication Association recognizes the need to encourage participation by members of under-represented groups in all aspects of the Association including leadership positions, convention programs, publications and workshops.
5. The Speech Communication Association regards individual merit as the only criterion for selecting persons for offices, editorial positions, employment and other activities of the Association.
6. The Speech Communication Association urges its members and member institutions to consider only merit as a basis for employment, promotions, tenure or administrative appointment.

To implement the provisions of this statement, the Speech Communication Association instructs its Administrative Committee to devise a regular and systematic procedure for assessing the effective of the Association Affirmative Actions program.

Teachers of English to Speakers of Other Languages TESOL

A. Curriculum/content

The field of ESL that TESOL represents started out 25 years ago as a branch of applied linguistics. The Association, until recently, has been a quasi-society. Today, TESOL is an education association seeking to participate in the education reform movement of the United States, while keeping its roots in academe. Thus, the Association has not historically set forth policy statements on curricula, student diversity, and education policy.

TESOL represents the interests of language minority students in K-12 programs (as well as foreign students in postsecondary institutions and learns of English as a foreign language worldwide). They are a rich multicultural resource that needs to be integrated into mainstream education. Enclosed are two resolutions that the TESOL membership passed in 1971 that touch upon multicultural content/curriculum: one on bilingual education, another on compensatory education. They do not specifically deal with curriculum, though.

A. Curriculum/content

WHEREAS we recognize that any human being's language constitutes his link with the real world, and

WHEREAS we are collectively engaged in teaching another language to human beings who already possess a fully articulated and developed linguistic system,

THEREFORE, BE IT RESOLVED that TESOL affirms

1. that bilingual education must be assumed to mean education in two languages;

2. that this in turn presupposes full recognition by every available means of the validity of the first language;

3. that such recognition includes positive attitudes of all teachers and administrators toward the student's language;

4. that the validity of that language not only as a communication system but as a viable vehicle for the transfer and reinforcement of any subject content in the classroom must be central in curricular policy; and

5. that, where numbers of individuals justify such concern, the student's own language must specifically constitute a segement of the curriculum.

IV. COMPENSATORY EDUCATION

"BE IT RESOLVED that TESOL:

1. Communicate to key federal and state legislators that the terminology 'compensatory education' as it applies to ESL and bilingual programs and students in Federal and State legislation, guidelines and general communications is offensive;

2. Recommend that use of the terminology be discontinued in favor of more positive language.

New Orleans, Louisiana USA
March 1971

Teachers of English to Speakers of Other Languages TESOL

B. Student Diversity

TESOL advocates student diversity in the U.S. educational system because it represents the language education needs of students from different linguistic, racial, ethnic, and cultural backgrounds. Thanks to the ESL student body in a given school, there is now a more diverse student body in many schools, enriching that school and the community it serves. Due to the impact of demographic changes in the U.S., i.e. more refugee and immigrant students than ever before, school populations are indeed more diverse.

The field of ESL in K-12 education offers frontline education (English language instruction and related services) to new arrivals. However, ESL educators also reach out to the wider education community, i.e., content-based ESL linkage with core subjects; the whole language movement and writing across the curriculum; community-based programming and parental involvement. Thus, ESL and its professional organization inherently support a diverse student body. The Association does not have policy statements on student diversity, probably because everything TESOL does and stands for implies advocacy of student diversity.

TESOL established a task force on policy and standards on the education of language minority students in 1991. Enclosed is a policy statement from this task force.

TESOL's emphasis on linguistic diversity suggests multicultural--also multiethnic, multiracial--diversity. See the enclosed resolutions on the needs of refugee populations (1981) and nonstandard English (1981). The Association also passed a language rights resolution (1987): TESOL supports measures which protect the right of all individuals to preserve and foster their linguistic and cultural origins.

B. Student Diversity

TESOL Statement on the Education of K-12 Language Minority Students in the United States

The population of ethnolinguistically diverse students in the primary and secondary schools of the United States has grown dramatically. So dramatically, in fact, that language minority students are for the first time the majority of students in many school districts. In order for the United States to take advantage of the great cultural and linguistic diversity brought by our language minority students to the United States and its schools, we must first recognize this diversity as a national resource.

We must also recognize, however, that students come from a variety of backgrounds and circumstances. Some are immigrants, some are refugees, while others are native born Americans of different language heritages. These students enter US schools with a variety of educational experiences. Some have received extensive formal education in their home countries and are on grade level in all content areas and in reading their first language. Others have had their education delayed or interrupted and may be academically behind their peers in the U.S. and their countries of origin.

To meet the needs of such students, TESOL supports programs which promote students' growth in English language proficiency, enhance cognitive growth, facilitate academic achievement, and encourage cultural and social adjustment. Such programs include:

- comprehensive English as a Second Language instruction for linguistically diverse students which prepares them to handle content area material in English.
- instruction in the content areas which is academically challenging, but also is tailored to the linguistic proficiency, educational background and academic needs of students.
- opportunities for students to further develop and/or use their first language in order to promote academic and social development.
- professional development opportunities for both ESOL and other classroom teachers which prepare them to facilitate the language and academic growth of linguistically and culturally different children.

October 1991

B. Student Diversity

XV. NEEDS OF REFUGEE POPULATIONS IN ENGLISH SPEAKING COUNTRIES

WHEREAS the number of refugees from all parts of the world who have entered English-speaking countries has been on the increase during the past five years, and

WHEREAS this number will probably continue to grow over the next few years, and

WHEREAS our experience clearly demonstrates the need of such refugees for appropriate language instruction, and

WHEREAS TESOL is dedicated, among other activities, to the provision of high quality ESL teaching to various populations of speakers of other languages including such refugees, to the training of teachers in programs for such populations, and to the development and improvement of materials and other resources for such populations,

BE IT THEREFORE RESOLVED that TESOL take special cognizance of the urgent linguistic, cultural and social needs of such refugee populations and that, as evidence of that special recognition, the President of TESOL create a special Task Force, as soon after the passage of this resolution as feasible, for the purpose of supplementing the work of existing bodies in English-speaking countries in the coordination of information concerning:

1. language learning program design, materials, and other resources for this special population;
2. the design of teacher training programs for this population;
3. the monitoring of governmental policies and funding for refugees;
4. and the general raising of professional awareness of the problems of this unique population; and

BE IT FURTHER RESOLVED that the Executive Committee of TESOL make funds available for the work of this Task Force.

Detroit, Michigan USA
March 1981

B. Student Diversity

XVI. NONSTANDARD ENGLISH

WHEREAS speakers of nonstandard English should have the opportunity to learn standard English and teachers should be aware of the influence of nonstandard English on the acquisition of standard English, and

WHEREAS TESOL is a major organization which exerts influence on English language education throughout the educational community,

BE IT THEREFORE RESOLVED that TESOL will make every effort to support the appropriate training of teachers of speakers of nonstandard dialects by disseminating information through its established vehicles.

Detroit, Michigan USA
March 1981

C. Organizational Diversity

TESOL has no written policy on multicultural/diversity issues, probably because there is another issue that drives the Association more than multiculturalism and diversity--internationalism. With headquarters in Alexandria, Virginia and a membership of 23,000 (75% in the U.S.), TESOL struggles to define its internationalism. The Association needs to have more members and leaders whose first language is not English.

The Association's bylaws do not stipulate regional representation, although there has been interest in adapting some kind of quota system to assure worldwide representation. TESOL's Sociopolitical Concerns Committee is the Association's mechanism to advocate the linguistic needs of refugees, immigrants, and migrants in the United States (and elsewhere). There are also no policies regarding staffing of headquarters and multiculturalism.

Getty Ctr. for Education in the Arts GETTY

A. Curriculum/content

The Center does not have a discrete, separate policy related to multiculturalism or cultural diversity. We do have several projects devoted to art education and multicultural education including the publication of poster-size art reproductions of non-Western works.

In addition this August the Center is sponsoring an invitational seminar on DBAE and Cultural Diversity for 150 art education academics and practioners.

B. Student Diversity

An NSTA Position Statement

Multicultural Science Education

Our global society consists of people from many diverse cultural backgrounds. As members of the National Science Teachers Association, we appreciate the strength and beauty of cultural pluralism. We are aware that our welfare is ultimately dependent upon the productivity and general welfare of all people. Many institutions and organizations in our global, multicultural society play major roles in establishing environments in which unity in diversity flourishes.

NSTA must work with other professional organizations, institutions, and agencies to seek the resources required to ensure effective science teaching for culturally diverse learners if our nation is to achieve a position of international leadership in science education:

- Scientific literacy must be a major goal of science education worldwide and for all children;
- We must believe all children can learn and be successful in science; further, the resources of nations must be committed to this end;
- Nations must cultivate and harvest the minds of all children;
- Schools must provide science education programs that nurture all children academically, physically, and in development of a positive self-concept;
- Culturally diverse children must have access to quality science education experiences that enhance success and provide the knowledge and opportunities required for them to become successful participants in our democratic society;
- Curricular content and instructional strategies selected for use with culturally diverse children must reflect, as well as incorporate, this diversity;
- Science teachers must be knowledgeable about children's learning styles and instructional preferences, which may be culturally related;
- Science teachers have the responsibility to expose culturally diverse children to career opportunities in science, technology, and engineering.

—Adopted by the NSTA Board of Directors in July, 1991

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Additional Papers

QUALITY EDUCATION FOR MINORITIES NETWORK

EDUCATION THAT WORKS

BACKGROUND, ISSUES, AND ACTION PAPER

MULTICULTURAL EDUCATION

March 4, 1991

Volume 1, No. 2

BACKGROUND

John Gardner once said, "A nation is never finished. You cannot build it and then leave it standing as the Pharaohs did the pyramids. It has to be rebuilt by each generation by believing, caring men and women. It is now your turn." This statement summarizes in many ways the critical juncture we have reached as a country. It highlights the fact that as we look toward a new millennium, we must ensure that America's future is based on the aspirations and contributions of believing, caring men and women who not only know and understand the full legacy and history of this country, but who are willing to use that knowledge and understanding to strengthen the process of nation building to truly reflect all of America's people.

The United States has long been recognized as the most pluralistic and diverse of the industrialized nations in the world. That is one of the characteristics which makes us unique among nations. Our diversity places us in a strong position to provide leadership in an increasingly global society. Further, that diversity (ethnic, racial, religious, and cultural) is projected to increase in the 21st Century. For example, approximately 29% of all school aged children enrolled today in our country's public schools are racial and ethnic minorities. It is projected that by the year 2030, this figure will rise to more than 35%.

Our children need to understand that while we are a multicultural people, we are a single nation--a nation bound together by decades of struggle to nurture a common set of values, mores, and principles. However, adequate opportunities have not existed for all citizens to learn of the contributions that various groups have made and continue to make toward the building of our great nation. Our children need to understand and to value the strength of the pluralism and diversity which comprise our national heritage. In order to achieve this goal, our children need a multicultural education. In this paper, the term multicultural education is used to mean education that values cultural pluralism and advances equal opportunity within schools. Students need an education that will enable them to understand and appreciate the contributions made by all of America's people--an education which binds rather than rends the cultural, social, and political fabric of America.

As we look to the future with its pedestrian as well as its unknown challenges, it is critical to the well-being of the nation that we inculcate in all Americans the common set of principles, values, and mores that we cherish as a nation. Equally important, however, is the need to ensure that all Americans receive an education which enables them to understand that "We, the people," means *all of us*. It means all of us must be educated, so that we not only contribute to, but benefit from, the full social, economic, and political abundance of this nation. That goal can best be achieved through an education which celebrates our cultural pluralism rather than denies it.

Currently, two schools of thought are dominant in the multicultural education debate about how the curriculum should be structured and to whom it should be taught. Those who advocate the centrist or separatist position (also called the particularist view) believe there should be separate courses emphasizing each of the primary ethnic/racial groups in America: African Americans, Asian Americans, Hispanic Americans, and Native Americans. The second group advocates the pluralist or infusion approach which means that multicultural education should be integrated into every course at every grade level, thus all students would learn more about our pluralistic and diverse society.

Multicultural education that promotes cultural pluralism and social equality by reforming the school program for all students, pre-school through college, can help achieve these goals. Multicultural education should not be peripheral to the mainstream curriculum nor established as set-aside programs for students who elect to enroll in them. Rather, multicultural education should be infused and integrated throughout the curriculum, so that all students are required to learn about the pluralism and diversity that define America.

Thus, neither Afrocentrism nor Eurocentrism would dominate the curriculum; rather, the emphasis would be on inclusion--a curriculum which reflects the contributions of all groups in America. Multicultural education should be an integral part of

QEM Network
1818 N Street, NW, Suite 350
Washington, DC 20036
202/659-1818

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the core curriculum (mathematics, science, English/literature, and social studies), the humanities, electives, and vocational courses, as well as programs for special needs students. Further, the emphasis should be on using multicultural education to enhance an individual student's ability to learn, to acquire knowledge, and to use it, not simply to provide a cultural experience.

MAJOR ISSUES/PERSPECTIVES

1. Multicultural education curriculum materials and programs should be characterized by the highest degree of integrity and quality.

2. Multicultural education curriculum materials and programs should be predicated upon clearly articulated goals that promote:

   - the strengthening and valuing of cultural diversity
   - human rights and respect for diversity
   - alternative life choices for people (e.g., respecting the rights of individuals and groups to adhere to their religious or cultural heritage within the larger society)
   - social justice and equal opportunity for all people
   - the empowerment of members of all ethnic, racial, and religious groups

3. Certification requirements for all practicing teachers and teacher candidates should include training in multicultural education. Teacher workforce projections suggest that fewer than 5% of all teachers will come from ethnic minority groups while more than 35% of all students will be from racial minority families. It is imperative, therefore, that all teachers be prepared to teach in a multicultural classroom environment.

4. Publishing companies need to work with educators, experts in multicultural education, and other community leaders to revise textbooks and other instructional materials to more accurately reflect the pluralism and diversity in our society. Textbooks should reflect the contributions and heritage of the diverse races, ethnic groups, classes, and religions which comprise America.

QEM NETWORK ACTIONS

To help address the above issues, the QEM Network will:

1. Continue to highlight the need for criteria that will ensure the integrity of the theoretical base upon which multicultural education materials and programs are predicated and the need to ensure the selection of quality textbooks and instructional materials for multicultural educational programs

2. Continue to identify school districts with exemplary multicultural education materials and programs and share information about these model programs with other districts interested in implementing similar programs

3. Research, monitor, and disseminate information to local QEM Network Alliances regarding available multicultural education curriculum materials, training programs, and other relevant activities

4. Assist school districts, higher education institutions, individuals, and organizations in their efforts to establish multicultural education materials and programs

5 Begin to work with curriculum and multicultural education experts, publishing companies, and teacher preparation institutions as well as individuals and organizations involved in designing and implementing multicultural education programs

6. Encourage the National Council for the Accreditation of Teacher Education and regional accrediting agencies to review their expectations of teacher education programs to ensure that multicultural education is an integral part of such programs

7. Continue to encourage the national media, including print and electronic, to promote positive multicultural activities in all aspects of their programming (e.g., in special events, news commentaries, situation comedies, and featured stories)

This paper is the second in an on-going series of analyses of current issues in education, many of which are the focus of a bimonthly "Brownbag" discussion series hosted by the QEM Network.

This paper is also based on articles which have appeared in a variety of newspapers and daily, weekly, and biweekly publications including The Boston Globe, The New York Times, USA Today, The Washington Post, The Campus Chronicle, Education Week, The Chronicle of Higher Education, and Black Issues in Higher Education.

It also utilized data/publications issued by the following groups:

American Association of Colleges of Teacher Education
American University
American Council on Education
American Federation of Teachers
Education Commission of the States
National Alliance of Black School Educators
National Council for the Accreditation of Colleges of Teacher Education
National Education Association
National Clearinghouse for Bilingual Education

For further information or comment, please contact Mary Futrell, Senior Consultant at the QEM Network.

The QEM Network

The Quality Education for Minorities (QEM) Network was established in July 1990, as a non-profit organization in Washington, D.C., dedicated to improving education for minorities throughout the nation.

Operating with an initial grant from the Carnegie Corporation of New York, the QEM Network began where the QEM Project left off, working to implement strategies to realize the vision and goals set forth in the QEM Report, **Education That Works: An Action Plan for the Education of Minorities**.

The QEM Network serves as a national resource and catalyst to help unite and strengthen educational restructuring efforts to the benefit of minority children, youth, and adults, while advancing minority participation and leadership in the national debate on how best to ensure quality education for all citizens. Although its efforts are focused on members of those groups historically underserved by our educational system (African Americans, Alaska Natives, American Indians, Mexican Americans, and Puerto Ricans), the QEM Network advocates quality education for all students.

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MULTICULTURAL EDUCATION
Background Paper

November 1990

BACKGROUND

One of the major issues surfacing during the ongoing debate over how to effectively educate America's increasingly pluralistic and diverse student population is the role of multicultural education (MCE). Today, approximately 20% of all school aged children in this country are racial minorities. It is projected that by the year 2020, 35% will come from racial minority families. As a result of these demographic changes, there is an increasing demand for our schools to help America address the educational and cultural needs of these groups and of our society as a whole.

The need for change within our education system is being acknowledged by a wide range of individuals, disciplines, and institutions, including schools. Unfortunately, with a few notable exceptions, very little guidance and/or efforts to control quality exist to help ensure proper and appropriate attention to curriculum revisions that reflect the cultural changes affecting every aspect of our society, especially in our schools.

PURPOSE

The purpose of this discussion paper is to provide background information which will enable the Quality Education for Minorities (QEM) Network to assume a pro-active role in the debate on the issue of multicultural education. More specifically, the Network objectives to be fulfilled are threefold:

(1) to develop a position paper which clearly articulates QEM's position on this issue;

2) to provide information to QEM Network Alliances regarding multicultural education or valuing diversity, curricular programs and materials, training programs, and other data available; and

(3) to develop a model approach which QEM Network Alliance groups and others can use to ensure that schools are teaching all students about the multicultural society in which they live.

NETWORKING

In preparation for this paper, a letter was distributed to members of the QEM Board of Directors and Technical Advisors Group soliciting input regarding how best to address this issue. In addition, letters were sent to professional groups, key educational decision-makers, and select school districts requesting information and materials they had on the topic of multicultural education. Responses to these requests are still being received.

Further, a review of a select number of books and articles which address the topic of multicultural education was conducted. In the interest of producing a timely discussion paper, it was not possible, however, to conduct an exhaustive review of the literature available.

DEFINITIONS

According to Dr. Deloris Saunders of George Washington University, "Most of today's schools are monocultural, while our society is undeniably multicultural. The population in America has become so diverse that demographers project a new macroculture by the year 2010." As a matter of fact, Dr. Harold Hodgkinson of the Institute for Educational Leadership predicts that if current trends continue by the year 2020 one-third of all school age youth in the United States will be racial minorities. Given that in some school systems as many as 90 different languages and cultures are represented, it may be impossible to understand the cultural orientation of all students in American schools; however, a monocultural curriculum is becoming increasingly inappropriate.

Multicultural education is not a new issue in the debate on how best to educate America's pluralistic student population. American schools reflect a range of microcultures among its student population. In addition, when we use the term multicultural, we can further subdivide into categories such as religion, gender, sexual orientation, social class or economic status, political affiliation, physical disability, ethnicity, geography, and language. For the purpose of this paper, however, the use of the term multicultural will be limited to the groups considered to be the most underserved by our educational system in the Quality Education for Minorities Project: African Americans, Alaska Natives, American Indians, Mexican Americans, and Puerto Ricans.

In this paper student population shall be used to include students enrolled in pre-school through graduate school.

THE DEBATE OVER THE DEFINITION OF MULTICULTURAL EDUCATION

A few examples of attempts to define the term illustrate the need to clarify what we mean when we call for multicultural education to become part of the curriculum:

The American Association of Colleges for Teacher Education (AACTE) defines multicultural education as "education which values cultural pluralism." It further states that "multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. To endorse cultural pluralism is to endorse the principle that there is no one model American. To endorse cultural pluralism is to understand and appreciate the differences that exist among the nation's citizens."

The American Federation of Teachers (AFT) in a resolution adopted at its 1990 Convention defines multicultural education as "an education in the humanities that imparts to our children the values of tolerance, freedom, equality, pluralism, and common human dignity. . . . including a special emphasis on the history and legacies of those societies that have been most important in developing democratic ideals and practices."

Sidney Mintz of the Department of Anthropology at Johns Hopkins University, considers cultural diversity "as referring to differences in social behavior, values, activities, and their products, which mark off, to a varying degree, human groups from each other. Such differences may be organized around the principal life-sustaining institutions--economic, political, kinship, and ideological; around life-crises--birth, growth intervals, and death; and around activities--nutrition, reproduction, and production. Cultural diversity may be stratified by economic level, or divided along lines of social origins and ethnic background within a single society or may distinguish two societies from each other. The differences that typify cultural diversity are socially, not biologically, acquired and transmitted. Groups typified by some characteristic cultural features may be devoted or perceived as 'racial', but this is a separate matter."

California's curriculum defines multicultural education as "teaching students to view history, especially its controversies through the different perspectives of various participants so that students base their judgements on evidence and not on bias and emotion."

ASPECTS OF MULTICULTURAL EDUCATION

The aspect of the debate regarding how multicultural education should be taught, and to whom, has been equally difficult to determine. Christine E. Steeler and Carl A. Grant (University of Wisconsin) state in their article, An Analysis of Multicultural Education in the United States, which was based upon an examination of more than 54 books and articles, that "much of the existing literature addresses only limited aspects of multicultural education." They also suggest that basically five approaches are used to implement "multicultural education" programs:

1) **Teaching the Culturally Different** is an approach used to assimilate students of color into the cultural mainstream and existing social structure offering transitional bridges within the existing school program.

2) **A Human Relations** approach is used to help students of different backgrounds get along better and appreciate each other.

3) **Single Group Studies** fosters cultural pluralism by teaching ethnic, gender, and social class groups.

4) **The Multicultural Education** approach promotes cultural pluralism and social equality by reforming the school program for all.

5) **Education That is Multicultural and Social Reconstructionist** prepares students to challenge social structural inequality and to promote cultural diversity.

It is obvious that the approaches being utilized are almost as diverse as the groups they purport to serve. It should be noted, however, that of the five approaches reviewed, Donna Golnick's multicultural education program was most definitive in describing the goals to be achieved. Golnick advocates that the goals of multicultural education should be for promoting: "(l) strength and value of cultural diversity; (2) human rights and respect for diversity; (3) alternative life choices for people; (4) social justice and equal opportunity for all people; and, (5) equitable distribution of power among members of all ethnic groups." According to Steeler and Gant, these five goals were accepted by most of the authors, even though they elaborated upon and emphasized different ones. In addition, many advocates of these programs state that by making the curriculum more multicultural, the goals of improving students' self-esteem and academic performance will be achieved.

According to Steeler and Gant, one of the major problems of the multicultural education literature and programs reviewed was the weakness of efforts to show the relationship of race and ethnicity to other categories such as gender, social class, and

language. The programs "do not provide", state Steeler and Gant, "a thorough discussion of the theoretical framework supporting the goals they purport." Asa Hilliard, who is a strong proponent of multicultural education programs, states in a September 23, 1990 article in The Washington Post entitled "Afro-centrism and the Tribalization of America", "I don't know that anyone has done research to be able to say other than by impression and opinion, what is going to happen." Don Nicholson author of the above article, also called for caution because, "there is only anecdotal evidence to support the theory that adding this new curriculum will improve students' performance."

MULTICULTURAL EDUCATION: HOW MUCH AND FOR WHOM?

We must add a third appendage to those of the definition of multicultural education and of the goals to be achieved: how the curriculum should be structured and to whom it should be taught. Those who advocate the centrist or separatist position (also called the particularist view) believe there should be separate courses emphasizing each of the primary ethnic/racial groups in America: African American, Asian American, Native American, and Hispanic American studies. This centrist view seems to be the approach which has contributed most to the current firestorm raging around the movement to include multicultural education as part of the curriculum. Afro-centrism, for example, is attacked as an attempt to displace the Euro-centrist view which has been the dominant focus of curricular programs throughout the nation.

Those who advocate the pluralist or infusion approach believe that multicultural education should be integrated into every course at every grade level, thus all students would learn more about our pluralistic and diverse society. Therefore, science, mathematics, English/language arts/literature, history, geography, and economics--indeed, all courses, would reflect the multicultural composition and contributions of America's people. This integration would not be in the form of sidebars or captions under pictures peripheral to the mainstream curriculum, but would consist of substantive contributions infused throughout the curriculum.

By using the latter approach (pluralist or infusion), all students, not simply minorities or the few non-minorities who select the courses as electives, would learn about the diversity and the contributions of different groups to the development of our nation. As several authors stated, America needs a cohesive, inclusive curriculum in which the story about how we built this nation and its pluralistic institutions is understood to have been the work of many different people of diverse races, classes, and religions.

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ISSUES

Developing and implementing multicultural education programs will not be easy. Each approach is viewed with a great deal of skepticism. Many fear that a multicultural education curriculum will be divisive and that its content will be suspect. To some degree, the fears are predicated on the lack of a strong theoretical base and implications of the centrist movement. Chester Finn, a professor of Education and Public Policy at Vanderbilt University states that "people fundamentally identify with their subgroup, are steeped in consciousness of the group, and are told implicitly that their group is superior because they have been a victim of other groups." Diane Ravitch of Columbia University states that "particularistic multiculturalism offers a less complicated anodyne (innocuous treatment), one in which the children's academic deficiencies may be addressed--or set aside--by inflating their racial pride."

Journalist David Nicholson of The Washington Post states at the beginning of his September 23rd article that "the sweeping call for 'curricula of inclusion' is based on untested, unproven premises. Worse, because it intentionally exaggerates differences, it seems likely to exacerbate racial and ethnic tensions." These statements, along with numerous others, indicate that the line has been drawn and that it will be a hard struggle to change the curriculum to more accurately reflect the true history of America.

No one disputes, however, that America is indeed becoming more pluralistic and diverse. Their arguments, whether well founded or not, appear to be based more on what they fear might happen if multicultural education becomes a part of the mainstream than on what they know will happen. That is, they do not have the research upon which to base their predictions. Many do concur, however, with Nicholson's point that it appears as though "the real fear is not the welfare of the children, but power." In other words, who will run things? And what will be taught in our schools? While these may be the concerns, the issue needs to be reshaped as: how we can infuse multicultural contributions into the mainstream curriculum to augment knowledge about American culture and our shared national values?

The debate continues. Meanwhile, more and more school districts are discussing and/or implementing multicultural education programs into their curricula. Several major school systems have been contacted and requested to share their multicultural education curriculum materials with QEM Network. Further, the Network is aware that a number of school districts are in the process of implementing multicultural education programs: Portland, OR; Seattle, WA; Washington, DC; Prince Georges County, MD;

Atlanta, GA; and Indianapolis, IN; to name a few. Most school districts moving in this direction have high concentrations of minority children in their student

population. In addition, a growing number of colleges and universities, according to AACTE and The American Council on Education (ACE), are beginning to include multiculturalism as part of the curriculum for all students, not just education majors. Much, however, remains to be done.

There is an obvious trend to infuse multicultural education into the curriculum. The question of the quality and integrity of the programs, however, has not received equal attention. There are myriad issues which must be addressed relative to multiculturalism such as curricular content, teacher in- and pre-service training, the availability of textbooks and other materials for use in our multicultural classrooms, and how academic tracking or ability grouping impacts efforts to remove barriers within a multicultural school environment. The remainder of this paper shall address two of these issues: the multicultural curriculum and teacher readiness to offer such a curriculum in a multicultural classroom.

As a multicultural people, we are also a single nation bonded by a common set of democratic principles. Our goal ought to be to ensure that all students thoroughly understand how and why we have these principles and how each of us should benefit from them equally. Our goal would not be to divide America into disparate, fractious groups, but rather to help the nation expand and strengthen its bonds based upon the rich heritage which it has, and to cease denying or ignoring part of that heritage.

This cannot be achieved by simply celebrating African American or Black History Month or Cinco de Mayo or any other once a year celebration. Nor can it be achieved by celebrating the 500th anniversary of the discovery of America without acknowledging the fact that Native Americans were here when Columbus arrived. It is not a one-shot phenomenon or a once in a lifetime issue, but rather an effort which should concentrate on larger ongoing traditions and perspectives. It is an opportunity to once and for all make sure the people of this country know our nation's whole story and build upon it as we enter a new millennium.

Further, it is ironic that at a time when our political and business leaders are calling for a transformation of the curriculum to enable our students to better understand the global society in which we live that there is not a concurrent call to understand the cultures co-existing in our own society. We need both. In order to achieve this goal, we must integrate multicultural education throughout the curriculum at every level for all students.

The current national debate over the curriculum centers on whether or how to make the curriculum reflective of the cultural plurality that characterizes the United States and the world. It also centers on whether there is adequate valid scholarship to infuse these changes into the curriculum. Many argue that there are sufficient data and scholarship available about Native, Hispanic, and African Americans to enable curriculum planners and textbook publishers to achieve this

goal. At the same time, the ACE Minorities on Campus Handbook states: "New knowledge is created all the time. . . it is both added to the curriculum, and in addition frequently causes a re-examination and recasting of existing theories and facts."

Clearly, the curriculum should be based on quality, integrity, and rigor. It should reflect the diversity, history, values, and cultures which have shaped not only the United States but the world as well. The curriculum should have clearly defined goals and objectives and should be interdisciplinary in content and structure.

For example, a goal should be to develop understanding and appreciation for other cultures as well as to help students develop stronger critical thinking skills. Improvements in their self-confidence and self-esteem should be an outgrowth of their enhanced competence as learners who understand their "roots", the events which developed this country, and how those events will affect current and future generations. To understand America, one must understand all facets of our history and culture. In other words, the emphasis should be on using multicultural education to enhance an individual student's ability to learn, to acquire knowledge, and to use it, not simply to feel good about who they are.

To implement the above curriculum, America must have teachers who not only reflect the racial and ethnic diversity in our society, but who also understand and appreciate the cultural pluralism which defines America. According to AACTE's Mary Dilworth in her monograph, Reading Between the Lines: Teachers and their Racial/Ethnic Cultures, the disappearance of minority teachers from the ranks of the teaching profession is cause for alarm. However, she also concludes that simply being a teacher from a racial or ethnic minority group does not mean one necessarily understands the cultural backgrounds from which many of our students come. The fact that a teacher is African American or Hispanic American, for example, does not mean that he or she can automatically teach African American or Hispanic American students or "relate" to the students' backgrounds.

Currently, according to the National Education Association (NEA), less than 6% of America's teaching force are members of minority groups. Further, the results of surveys of education majors on the nation's college and university campuses do not indicate that the current downward trend will reverse itself. Rather, it is projected that by the mid-1990's only 3% of the estimated 2.5 million elementary and secondary school educators in America will come from minority groups. The predictions for higher education faculty are even more dire.

Poor pay and working conditions, the cost of a college education, as well as a desire to pursue more lucrative professional careers all contribute to this decline. Although this issue has received a great deal of attention over the last decade and a number of innovative strategies have been implemented to curb the tide, the results have been very disappointing. To this list we must also add that due to a

disproportionate number of minority students being placed in the lower echelons of our education system, many have not received the necessary academic foundation to succeed in college. Therefore, because of tracking, too many minority students get lost and never make it into the educational pipeline which would lead to a higher degree of any kind.

But the issue is not simply one of minority teachers being available to teach minority students. The issue must also be that **all teachers must be educated and trained to teach all children.** Teacher preparation programs and school districts have an obligation to make sure pre-service graduates and practicing teachers have the pedagogical training as well as the subject matter expertise that reflects our multicultural society. Certification and accreditation requirements should reflect this preparation and programmatic emphasis to ensure that all schools are staffed with personnel who can and will teach multicultural education.

Further, according to the ACE Handbook, Minorities on Campus, "Much of the resistance to the issue of culturally based learning styles stems from the implicit assumption that what differs from the norm is less valuable." It is, therefore, our responsibility to not only make the teaching of multicultural education acceptable, but to help redefine the "norm" to be more reflective of the cultural diversity and pluralism in this country.

For example, there is a distinct difference between culture and style, yet, these terms are often used interchangeably. Pablo Freire, a Brazilian educator, defines culture as "anything that human beings make." Edward T. Hall in his book, Beyond Culture, states that "culture is invisible." "We are most able," Hall states, "to know ourselves culturally when we immerse ourselves in exotic cultures--cultures so different from our own that we are forced to understand that there is more than one way to be "natural."

Groups share cultural patterns. According to Hilliard, "Culture is what gives ethnicity its strength and meaning. Culture provides group members with a deep sense of belonging and often with a strong preference for behaving in certain ways." Race and class are not synonymous with culture. Neither is style. Hilliard further states that "Style is learned, not innate. Styles can be changed and a person can have more than one style. It is an aspect of culture that is behavioral." Yet, teachers (and others) who do not understand the difference between style and culture will often misinterpret a child's behavior style as part of his or her group culture. This leads to negative stereotyping of students.

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NEXT STEPS: Needs and Concerns

1. A definition of multicultural education (including the relationship of race and ethnicity to social class, gender, and language).

2. Establishment of goals and objectives to be achieved through the implementation of multicultural education--What do we expect the outcome to be as a result of implementing multicultural education programs?

3. Who defines multicultural education? Is a strategy needed to involve community stakeholders in efforts to develop policies and programs to implement a multicultural education program?

4. Is there adequate scholarship and research on multicultural education to support the goals and objectives outlined?

5. Age, grade level, and discipline-appropriate curriculum materials are needed to implement multicultural education programs--Who develops these materials?

6. Which approach is best to use? Who should be taught the multicultural education curriculum?

7. How should multicultural education be implemented--particularistically or pluralistically? set-aside courses or infusion?

8. How do we work with pre-and in-service programs to ensure that teachers are properly prepared to teach students from different cultural backgrounds as well as to teach the multicultural education curriculum? What is the role of teachers in this entire process?

9. Where are funds available to develop curriculum materials, conduct on-going research, and establish a network or publication to advocate and present quality scholarship regarding multicultural education?

10. What should the Network's position be regarding multicultural education?

11. Is a pilot program needed and what should be its contents?

SUMMARY

Each day around the world, change begets more geopolitical, socio-economic and culturally challenging changes. The United States as a nation is also experiencing sea changes within its borders. For some, these changes are tantamount to an attack on the "traditional" way of doing things; there is uncertainty, even fear, as their views of the nation and the world are questioned. For others, the challenges are long overdue, but they do not know what should replace the old ways and views--they simply demand change. To others still, it reflects the need to carefully and thoughtfully examine who we are as a people and the bonds which hold us together as a nation. It is time to redefine the mission and goals of education in America to include students and to enable all of her people to understand, appreciate, and build upon the beauty and strength reflected in the diversity of this nation we call the UNITED States of America.

This paper was written to broaden and move the discussion forward, and to forge an alliance so that together we can define the curriculum, the programs, and the teaching/learning environment which will enable us to achieve the goal of a nation with a common culture – respect for all peoples and their contributions to the American way.

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Document 1

DOCN 000015235
AN BE017529
UP 911010
TI School Success for Limited English Proficient Students: The Challenge and **State** Response.
YR 90
IN **Council of Chief State** School Officers, Washington, DC (FGK19768)
GS U.S.; District of Columbia
IS N
LG English
PT 143
AV **Council of Chief State** School Officers, 379 Hall of States, 400 North Capitol Street, NW Washington, DC 20001; (202) 393-8159; ($7.00)
NT 56 p.
MJ Limited English Speaking
State Action
State Departments of Education
Bilingual Education Programs
Educational Change
MN Spanish Speaking
Immigrants
Minority Groups
Hispanic Americans
English (Second Language)
Legal Responsibility
State Programs
Curriculum Development
AB This report presents the findings of an inquiry into how **state** education agencies can best address the needs of limited English proficient (LEP) children. Chapter one outlines challenges posed to the educational system by the increase in language minority students. Next, the demographics of the problem are examined, and the LEP school population is described. Chapter three summarizes the goals, methodology and results of a survey of services provided by **state** education agencies to LEP students. Chapter four describes promising initiatives to serve LEP students in four states: California, Illinois, New Jersey and Texas. The final chapter presents the project's conclusions and recommendations for action by **state** education agency leaders. (cas)
DT 901102
CP y

**** BRS DOCUMENT BOUNDARY ***

Document 2

DOCN 000015423
AN BE017700
UP 911010
TI Equity and Excellence: A Dual Thrust in Mathematics and Science Education.
YR 87
IN **Council of Chief State** School Officers, Washington, DC. Resource Center on Educational Equity

GS U.S.; District of Columbia
IS N
LG English
PT 141; 120
AV **Council of Chief State** School Officers, 379 Hall of the States, 400 North Capitol Street, NW, Washington, DC 20001; 202-393-8159
NT [31 p.]
MJ Educational Policy
Mathematics Education
Science Education
Equal Education
State Departments of Education
MN Inservice Teacher Education
Enrollment
Educational Planning
Instructional Improvement
Academic Achievement
Excellence in Education
Science Curriculum
Educational Quality
AB With funding from the Carnegie Corporation of New York, the Resource Center on Educational Equity of the **Council of Chief State** School Officers developed and implemented a project designed to: (1) bring together teams of **State** Education Agency (SEA) policy makers and program specialists with recognized experts in mathematics and science education to explore successful approaches in this field, (2) assist SEAs in integrating the concern for increasing the participation of women and minority males into all mathematics and science initiatives, and (3) promote exemplary action by selected SEAs while encouraging other SEAs to adapt and adopt such actions. As a result of this project it is recommended that SEA policy makers set goals and plan activities keeping in mind the critical importance of directly addressing equity issues, to improve the quality of instruction in mathematics and science in the nation's schools. Further, they can develop policy statements, collect and review data on mathematics and science enrollment and achievement patterns, provide training and materials related to increasing the enrollment of females and minority males, and regularly evaluate and monitor the success of **state** efforts in this area.(KEB)
DT 910305
CP

Document 4

DOCN 000015738
AN BE018025
UP 911010
TI School Success for Students at Risk: Analysis and Recommendations of the **Council of Chief State** School Officers.
YR 88
IN **Council of Chief State** School Officers, Washington, DC
NO ISBN: 0-15-306990-2
GS U.S.; Florida
IS N
LG English
PT 020
AV Harcourt Brace Jovanovich, Inc., School Department, Orlando, FL 32887; 407/345-3800; 800/225-5425

NT 346 p.
MJ High Risk Students
Educational Change
Educational Policy
Equal Education
State Action
State Programs
Academic Achievement
School Effectiveness
MN Elementary Secondary Education
Student Needs
Poverty
Academic Failure
Minority Groups
Limited English Speaking
Dropouts
Educationally Disadvantaged
Early Parenthood
Education Work Relationship
State Legislation
AB This book examines issues related to the education of children and youth at risk of school failure, and recommends ways that schools and **state** leaders can restructure educational programs for these students. Part 1 consists of twelve original papers prepared for the **Council of Chief State** School Officers (CCSSO) and presented at the CCSSO Summer Institute in 1987. Topics include educational practices to promote achievement by at-risk students; educational inequality; school effectiveness; adolescent pregnancy prevention; and the school-to-work transition. Part 2 presents the CCSSO statement "Assuring School Success for Students at Risk," along with a model **state** statute aimed at guaranteeing appropriate educational services to at-risk youth. Also in Part 2 are the report and recommendations of the Study Commission, a **Council**-sponsored group composed primarily of deputy **chief state** school officers. (cas)
DT 910808

Document 5

DOCN 000015739
AN BE018026
UP 911010
TI At Risk Children and Youth: Educational Challenges and Opportunities in Serving Limited-English-Proficient Students.
YR 88
AU LaFontaine, Hernan
IS N
LG English
PT 150; 070
AV Not available separately. Chapter in: School Success for Students at Risk: Analysis and Recommendations of the **Council of Chief State** School Officers. (BE018025) available from Harcourt Brace Jovanovich, Inc., School Department, Orlando, FL 32887; 407/345-3800; 800/225-5425
NT p.120-153
MJ Limited English Speaking
Bilingual Education
English (Second Language)
Bilingual Education Programs

Educational Policy
MN Socioeconomic Status
Minority Groups
Hispanic Americans
Immigrants
State Legislation
Program Evaluation
State Departments of Education

AB This paper describes the population of limited English proficient (LEP) students currently enrolled in U.S. schools and the educational challenges faced by these students. These include minority group and low socioeconomic status; language barriers; and non-U.S. national origin. The author reviews the history of bilingual education, and discusses some of the essential components of effective educational programs for LEP students. Finally, the paper examines the role of state departments of education in the effort to ensure high-quality services to this population. (cas)

DT 910808
CP

Document 13

DOCN 000015269
AN BE017543
UP 911010
TI Minority Student Access to and Preparation for Higher Education.
YR 90
IN The Council of The **Great City Schools**, Washington, DC and The College Board's Educational Equity Project.
GS U.S.; District of Columbia
IS N
LG English
PT 142
AV The Council of the **Great City Schools**, 1413 K Street, NW, Washington, DC 20006 ($12.00)
NT 30 p.
MJ Minority Group Children
Higher Education
Access to Education
Track System (Education)
Educational Opportunities
School Statistics
MN Student Promotion
Educational Research
Enrollment Trends
Ethnic Groups
Black Students
Black Colleges
Urban Education
Enrollment Influences
Change Strategies
AB To improve opportunities for minority students, large urban school districts need to identify and clarify the policies which contribute to the decreasing minority enrollment in higher education. Suggested changes to the existing policy and procedures are: (1) design and maintain accurate student information systems to analyze student performance, (2) disaggregate student performance data by race, ethnicity and gender, then analyze and plan for improvement, (3) examine effects of current promotions and retention-in-grade policies, (4) determine whether algebra is functioning as a gatekeeper for college preparation courses, (5) develop and strengthen linkages with historically Black colleges, and (6) annually monitor high school graduates' education and career choices. Continued research is needed to form a comprehensive plan that is successful in increasing minority access to higher education.(KEB)
DT 901102

Document 7

DOCN 000015019
AN BE017303
UP 911010
TI Education That Works: An Action Plan for the Education of Minorities.
YR 90
IN Quality Education for Minorities Project, Massachusetts Institute of Technology, Cambridge, MA
GS U.S.; Massachusetts
IS N
LG English
PT 142; 120
AV Quality Education for Minorities Project, MIT, Room 26-153, Cambridge, MA 02139. Phone: (617) 253-4417.
NT 131 p.
MJ **Educational** Quality
Advocacy
Community Involvement
Educational Change
Limited English Speaking
MN Social Action
Public **Policy**
Alaska Natives
American Indian Education
Black Education
Mexican American Education
Puerto Ricans
AB This document discusses the historic undereducation of minorities in the United States and proposes a plan for improving minority education. Five minority groups are profiled and their relationship to the **educational** system described: Alaska Natives, American Indians, Black Americans, Mexican Americans and Puerto Ricans living in the U.S. The document presents guidelines and strategies for: 1) ensuring that minority children start school prepared to learn; 2) ensuring that minority students attain satisfactory levels of academic achievement; 3) increasing minority participation in higher education; 4) strengthening teachers of minority students; 5) strengthening the school-to-work transition; and 6) providing quality out-of-school **opportunities** for minority youth and adults. The role of various social sectors in carrying out the plan, along with its estimated costs, is discussed. (cas)
DT 900605
CP

Document 8

DOCN 000015164

A. Multicultural Curriculum/Content

A. Curriculum/content

All human cultures have included study of nature—the movement of heavenly bodies, the behavior of animals, the properties of materials, the medicinal properties of plants. The recommendations in this chapter focus on the development of science, mathematics, and technology in Western culture, but not on how that development drew on ideas from earlier Egyptian, Chinese, Greek, and Arabic cultures. The sciences accounted for in this book are largely part of a tradition of thought that happened to develop in Europe during the last 500 years—a tradition to which people from all cultures contribute today.

The emphasis here is on ten accounts of significant discoveries and changes that exemplify the evolution and impact of scientific knowledge: the planetary earth, universal gravitation, relativity, geologic time, plate tectonics, the conservation of matter, radioactivity and nuclear fission, the evolution of species, the nature of disease, and the Industrial Revolution. Although other choices may be equally valid, these clearly fit our dual criteria of exemplifying historical themes and having cultural salience.

A. Curriculum/content

Resolutions of the Membership

1.d. Whereas, an educational system based on democratic principles must be egalitarian;

Whereas, the American Association of Colleges for Teacher Education is committed to the goal of eliminating discrimination based on sex, minority membership, and handicapping conditions in teacher education programs and the teaching profession;

Whereas, the AACTE is committed to promoting participation of minorities in teacher education and the teaching profession in proportion to their representation in U.S. society; and

Whereas, many states and schools, colleges, and departments of education require teacher candidates to pass a standardized test of academic and professional knowledge at some point in their teacher education programs.

Be it resolved that:

The AACTE supports the following conditions for the development and use of standardized tests used for admission to or graduation from teacher education programs and for the certification of teachers.

- Test developers should provide researchers and test users with statistical information about their test's reliability and validity. This information shall include an analysis of different ethnic and gender groups' performance on the test as a whole, as well as on each item on the test.
- Tests should be constructed so that, insofar as possible, individual or group differences in test scores result from real differences in people's knowledge of the subject being tested and not from inappropriate characteristics of the questions themselves. Whenever possible, and without lowering the validity or reliability of the test for any group, and without altering the difficulty level of the test or its content coverage, test should be constructed from items that display the least difference in passing rates between minority and majority examinees of comparable backgrounds and educational level.

8.e. Whereas, The American Association of Colleges for Teacher Education values cultural diversity;

Whereas, education programs are improved by responding to the individual differences of learners; and

Whereas, education programs at all levels are strengthened by respecting and incorporating the understanding of cultural backgrounds of students in developing appropriate instructional strategies and curricula;

Be it resolved that:

The American Association of Colleges for Teacher Education reaffirms its commitment to multicultural education and continues to assist SCDEs in the process of incorporating multicultural education in all aspects of their programs;

Be it resolved that:

AACTE reaffirms its commitment to assist SCDEs in the preparation of all educators to work with students with special needs; and

Be it resolved that:

AACTE's commitment to multicultural education continues to be reflected prominently and pervasively in the standards of NCATE and other professional groups. *(1990)*

9.e. Whereas, teachers must be aware of multicultural values, moral dilemmas, and ethical conflicts that affect the lives of their students and the people of the world;

Be it resolved that:

The American Association of Colleges for Teacher Education encourages its member institutions to consider current multicultural and international social issues and concerns, including ethical dilemmas, in selected classes during the teacher education program;

Be it further resolved that:

The AACTE goes on record as directly opposing political and social positions where the rights of human beings are being violated. *(1986)*

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American Association of School Librarians AASL

A. Curriculum/content

Excerpt from "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights."

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historical issues.

While English is by history and tradition the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

A. POLICIES ON MULTICULTURAL CONTENT/CURRICULUM

In keeping with the letter and spirit of all equal opportunity and civil rights laws, the American Alliance for Theatre and Education encourages diversity in all areas and does not discriminate on the basis of age, culture, disability, race, religion, or sex in its activities, practices, and programs.

A. Curriculum/content

EDUCATIONAL GOALS

In pursuit of the goals stated on the first page of this document, we seek an education which develops in elementary and secondary students:

- A knowledge of the histories, languages, and institutions -- political, economic religious, artistic, humanistic -- of other cultures, as well as their own;
- A knowledge of the interconnections among world regions, events, and peoples, and an appreciation for the complexity that is inherent in these relationships;
- An understanding that contemporary issues and world cultures have been shaped by a multiplicity of historical, religious, political, economic, and geographic factors;
- An ability and willingness to consider historical and contemporary world events and issues from the perspectives of people whose culture, value orientations, or life experience -- gender, age, opportunity, ethnic background -- are different from their own and, in so doing, develop a deepened understanding of their own standards and goals;
- An understanding of the nature of conflict and of approaches for managing it constructively;
- An ability to think analytically about complex national and international issues, to distinguish fact from opinion, and to recognize bias, advocacy, and propaganda; and
- An ability to make informed personal public policy decisions and to participate in local, national, and international decision-making processes.

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American Federation of Teachers

AFT

A. Curriculum/content

MULTICULTURAL EDUCATION

The United States is one of the world's most diverse multicultural societies. To appreciate this inheritance and all who contributed to it, our children need a multicultural education. In the past, our schools taught only what was perceived as mainstream, and sought to minimize controversies over race, religion, and ethnicity by ignoring them. But without knowledge of the many streams that nourish the general society, the "mainstream" cannot be properly studied or understood. This is why our children need a multicultural curriculum, one in which the contributions and roles of African-Americans, Hispanic-Americans, Native Americans, Asian-Americans and other minorities are fairly and accurately depicted, and one in which the history of non-western societies is part of the required curriculum.

As a multicultural people, we are also, however, a single nation bonded by a common set of democratic principles, individual rights and moral values. To understand and defend the very principles and institutions that provide our society its common aspirations, and allow us in our multicultural society to live together in relative peace -- as compared to the constant warfare that tears apart so many other non-homogeneous societies -- our children need an education in the humanities that imparts to them the values of tolerance, freedom, equality, pluralism and common human dignity. This also is part of a multicultural education; and while such values and principles can be conveyed using ideas and documents from a range of cultures, such education also requires, unavoidably, a special emphasis on the history and legacies of those societies that have been most important in developing democratic ideals and practices.

In recent years, history and literature textbooks have been revised to be more inclusive of America's minorities and non-western civilizations. However, as documented by Paul Gagnon in the AFT-commissioned "Democracy's Half-Told Story," these changes are often "squeezed in" as sidebars, peripheral to the main story. This is not good enough. The story of America is a multicultural one from the start. We interacted with and were built and shaped and inspired by people of every immigrant stream, of many races, cultures and religions. Both because we do not want to be a fragmented people and because our children cannot learn from a fragmented curriculum, we do not want a curriculum in which each culture is merely allocated its share of sidebars and fragments. We need a cohesive, inclusive curriculum in which the main story -- how we built this nation and its pluralistic institutions -- is understood to have been the work of many different people of diverse races, classes, and religions.

Together with this broader view of U.S. history, the richness and diversity of the world's peoples and their histories should also be central to the curricula. It's not enough for high school students to spend just one year on world history, wildly globe-hopping from one continent to the next, without the time to truly comprehend what they're studying. A full two years of world history should be required of students at the post-elementary level.

Similarly, the study of literature should be expanded to include the best that has been thought and experienced and written across all cultures and throughout all of human history; only in this way can it truly be said that the "humanities" are being taught.

Curriculum planners and textbook publishers now have at their disposal a wealth of new scholarship about the culture and history of African-Americans, Hispanic-Americans, Native Americans, Asian-Americans and many other ethnic groups at home and across the globe. Some of this new material has made its way into university-level textbooks. It is time that elementary and secondary school texts also reflect the best in contemporary scholarship.

In bringing about these curricular revisions, we should be guided, as in all curriculum development, by the standards of quality and accuracy defined by the relevant disciplines and by the recognition that, given limited curricular time, we want to include that which is most essential and valuable to our children's learning -- to all of our children's learning. We are not talking here of creating a segregated curricula -- one for minorities that features just minority heroes and

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another for whites that focuses on just white heroes; our children need the full picture, the whole truth, as best it is understood, so that they can understand the potential for good and for evil in all cultures and in each individual. We are talking about an integrated multicultural curriculum that's worth teaching to everyone -- one that has integrity, quality, and rigor -- one that offers all of our children what they all need to know: the strengths of diversity, the values that allow diversity to flourish, the history and literature that has shaped our country and our world.

Adopting these as our standards will not stop the arguments. There will always be debate about what's essential and of high quality; and the incomplete evidence of history will always produce historians with varying interpretations. But this lack of total consensus does not free us as educators from striving for these standards.

Making these changes will be difficult. It will require close and lasting collaboration between faculty members in the schools and the universities to review the available scholarship, to determine what belongs in the K-12 curriculum, and to devise ways to convey the materials to diverse audiences. But making these changes will be vital for all our students; not only will it help to give a more accurate picture of America's democratic experience, but it will also give a more dynamic, engaging and accurate account of the story of all human life.

American Federation of Teachers
1990

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American Historical Association AHA

A. Curriculum/content

STATEMENT ON DIVERSITY IN HISTORY TEACHING

Course offerings and textbooks in history, whether for K-12, undergraduate, or graduate classes, should address the diversity of human experience, recognizing that historical accuracy requires attention both to individual and cultural similarities and differences and to the larger global and historical context within which societies have evolved.

Approved by Council May 6, 1991

A. Curriculum/content

2. Multicultural Education: From "Melting Pot" to "Mosaic"

Past ASCD resolutions affirm that cultural diversity must be recognized in school programs and curriculum in order to prepare students for life in our multicultural society and interdependent world (1970, 1980, 1987, 1988, 1991).* Significant progress in developing multicultural awareness has occurred in many school districts. In its leadership role, ASCD must extend its position beyond awareness and emphasize multicultural education because of recent challenges caused by:

- rapidly changing demographics
- debates about ethnocentric approaches
- questions about the historical accuracy of curriculum, and
- calls for unifying methodologies that still recognize cultural diversity.

ASCD supports a multicultural approach that emphasizes a "mosaic" image of national and international society. A mosaic image focuses on the whole, yet allows recognition of any part as important to the whole. Emphasis on a mosaic image clarifies the direction for policymakers and educators in applying stated ASCD values on cultural diversity and education for democracy.

ASCD advises its members to lead the movement toward a mosaic emphasis in multicultural programs and education through:

- developing or revising comprehensive policies on multiculturalism that address curriculum, instructional methods, teacher preparation, staff development, hiring, instructional materials, and school climate;
- stressing unifying concepts such as "education for democracy" while recognizing, celebrating, valuing, and utilizing cultural differences;
- implementing a multicultural emphasis in all schools regardless of community demographics;
- ensuring the accuracy of scholarship underlying multicultural materials and emphases; and
- guaranteeing a curricular and program review process that includes representatives whose backgrounds reflect cultural diversity.

*Dates in parentheses indicate years in which similar resolutions were passed.

K. Native American and Hispanic Concerns

ASCD has moved in the direction of cultural pluralism through (1) encouraging increased participation in ASCD program planning and membership on the staff by Native Americans and Hispanic Americans, (2) providing educational programs on cultural pluralism, and (3) endorsing educational legislation pertaining to these two groups.

ASCD supports: full funding of the Indian Education Act (1975); voluntary self-determination by Native Americans; Native American control of schools attended solely by Native American children; and tuition waivers for Native American students in U.S. state universities.

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Collaboratives for Humanities and Arts Teaching **CHART**

A. Curriculum/content

CHART is a program of the Rockefeller Foundation School Reform Initiative, operating on a Foundation guideline to enchance multicultural and international understanding and serving average students in urban and rural schools.

Educational Theatre Association **ETA**

A. Curriculum/content

RESOLVED by the Board of Trustees of the Educational Theatre Association, November 1991:

The Educational Theatre Association believes that in order to become a truly effective national organization, and in order to fulfill our mission statement "to promote and strengthen theatre arts programs in the nation's schools," we must attempt to:

- Encourage and support teachers to develop teaching programs and methods to reach all populations.

- Expand, guide and promote a vision of cultural, racial and ethnic diversity in theatre education.

A. Curriculum/content

On Ethnic Minorities in Teaching Materials

Background

Traditional presentations of the backgrounds of history and society often distort or ignore achievements of peoples whose descendants are now ethnic minorities. Furthermore, the materials often ignore the participation and even the presence of ethnic minorities in the rich fabric of society, thus denying minority students access to the achievements of their forebears, and also denying majority students the benefit of a broader perspective on human history. The remediation of this situation lies partly in the availability of adequate teaching materials. Be it therefore

Resolution

RESOLVED, that the International Reading Association urge publishers of tradebooks, textbooks and other educational media, including, but not limited to, those intended for reading and language arts at all levels, to portray in their publications a broad perception of human history and, in their depiction of any country, to integrate an adequate account of the presence and participation of racial ethnic minority groups and their contributions to its history and literature;

that IRA urge other professional groups to join us in this endeavor; and

that IRA urge boards of education, local and state, provincial and national, and reading and language arts teachers at all levels to make such broad and fair representation of all peoples in teaching materials a criterion for their use in schools.

Adopted by the Delegates Assembly
May 1988

Board of Directors at Time of Adoption

Phyllis J. Adams, President
Patricia S. Koppman, Vice President
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Merrillyn Brooks Kloeikorn
P. David Pearson
Carol M. Santa
Nancy W. Seminon

A. Curriculum/content

The Music Educators National Conference believes that the K-12 music program should be designed to produce individuals who:

(1) are able to perform music alone and with others;
(2) are able to improvise and compose music;
(3) are able to use the vocabulary and notation of music;
(4) are able to respond to music aesthetically, intellectually, and emotionally;
(5) are acquainted with a wide variety of music, including diverse musical styles and genres, representing cultures from throughout the world;
(6) understand the uses and influences of music in the lives of human beings;
(7) are able to make aesthetic judgments based on critical listening and analysis;
(8) have developed a commitment to music;
(9) support the musical life of the community and encourage others to do so; and
(10) are able to continue their musical learning independently.

That the music program in every American school should (1) be suited to the needs of the individual students, (2) reflect the multimusical nature of our pluralistic American culture, (3) include samples of the various musics of the world, (4) be responsive to the requirements of the diverse special populations present in our schools, including the musically gifted and talented, (5) provide sufficient course offerings for students who lack the time, talent, or commitment to participate in select performing groups and similar activities, and (6) incorporate the music, media, and technology of contemporary America.

That the music included in the school curriculum should represent diverse periods, styles, forms, and cultures.

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National Art Education Association NAEA

A. Curriculum/content

The following statements are taken from the *National Arts Education Accord*:

The arts education asssociations believe that students at every level should be given ample opportunities to develop their abilities to analyze the arts with discrimination, to understand the historical and cultural backgrounds of the art forms they encounter, to make relevant critical judgements about the arts, and to deal with aesthetic issues relevant to the arts.

A. Curriculum/content

Priority 6: Promote cultural diversity and equity in the development and conduct of sport and physical education progams.

A. Increase membership of under-represented groups (ethnic minorities and people of color) by 5%. (Ethnic Minority Committee).

B. Identify potential minority members to serve in leadership positions. (Cabinet and Ethnic Minority Committee)

C. Prepare and publish multi-cultural awareness materials for school physical education professionals. (Publications Coordinator).

D. Develop and fund a study of methods for attracting more minorities into the profession (Ethnic Minority Committee).

E. Develop and initiate a mentor program targeted at minority undergraduate and graduate students (Ethnic Minority Committee).

F. Develop a strategy for encouraging greater cultural diversity on convention programs. (Convention Coordinator).

G. Hire ethnic minorities for vacant staff positions within NASPE. (Executive Director).

National Coalition for Education in the Arts NCEA

American Council for the Arts ACA

A. Curriculum/content

Efforts to encourage direct personal contact between different ethnic groups are needed. E.g., collaborative ventures in multicultural arts that strengthen the relationship between cultural diversity and the unifying national culture; exploration of public policy, multicultural arts, ethnic diversity, student attitudes and American culture; the arts as the basis for shared experiences of different ethnic groups in celebration of American culture; reduction of stereotyping, engendering of mutual understanding and breakdown of racial tensions, etc. through use of themes that celebrate cultural diversity in the national fabric; contributions to American life by different ethnic groups, etc.

A. Curriculum/content

#87.1 THE STUDY OF LITERATURE

BACKGROUND: The reduction of literature "to an accumulation of particular facts such as titles, names, phrases, and dates" negates its very integrity, the proposers of this resolution said. The study of literature, they contend, is a complex process in which readers engage a text and integrate meaning into their own experiences. The student thus attains meaning that is far more significant than a fixed body of knowledge.

Literature derives from many cultures, the proposers pointed out, and to teach one literature and one culture in American schools is to ignore the cultural diversity mirrored in the nation's school population.

RESOLVED, That the National Council of Teachers of English oppose curricula that reduce literature to lists of information; and

that the Council further oppose efforts to deny a multicultural student population access to literature which represents all cultures.

#76.1 AWARENESS OF RACISM AND SEXISM

BACKGROUND: In this Bicentennial year, it seems especially appropriate for NCTE to take conscious steps to eliminate racism and sexism in America's schools. NCTE has already made clear its opposition to the perpetuation of either racism or sexism by establishing a Task Force on Racism and Bias, a Committee on the Image of Women, and by such other activities as preparing guidelines for the development of multi-ethnic materials, organizing workshops and printing special publications, and developing and publishing guidelines for non-sexist language for its own publications. Even so, in spite of what has been done and what is being attempted, this is precisely the moment to do more. Therefore, be it

RESOLVED, That NCTE mount an accelerated three year action program to increase the level of awareness of present and future NCTE members--and thereby of their students--to manifestations of and damages from, racism and sexism; and to this end be it further

RESOLVED, That the NCTE Executive Committee charge appropriate Council groups with the responsibility for developing exemplary curricula for pre-service and in-service education of teachers. These curricula will emphasize the development of abilities necessary to help teachers and their students to deal effectively with racism and sexism. Be it further

RESOLVED, That NCTE produce these exemplary curricula in either printed or audio visual form, and make them available for school use.

A. Curriculum/content

#75,5 MULTI-CULTURAL CURRICULUM MATERIALS

BACKGROUND: Students already have ample opportunities to experience the art and the traditions of the Western World, particularly those of Ancient Greece and Rome. For students who are members of minority cultures, the incorporation of the study of those cultures into the traditional study of the humanities would supplement and enrich their knowledge of their own heritage. For students who are members of the majority cultures, study of the same materials could enhance their understanding of people and influences which have shaped their environment.

As part of its Bicentennial celebration, it is appropriate that this country glorify the achievements of a nation composed of an unprecedented and unique mix of cultural and ethnic groups. However, this diversity of cultures is not adequately reflected in curricular materials and audio-visual aids designed for use in teaching language and the humanities. Materials that record and reflect the art, literature, and traditions--especially of the Mexican American, the Asian American, and the Native American are largely unavailable. Although the intense efforts of the past several years have increased the visibility of Afro-Americans in humanities materials a need remains for greater quantity and higher quality of Black materials as well. Be it therefore

RESOLVED, That NCTE, through its Executive Committee, urge publishers to increase the production of books, films, records, and other study materials which accurately and sensitively depict Mexican American, Asian American, Afro-American, Native American, and other indigenous minority cultures and traditions, for use in elementary schools, secondary schools, and colleges.

#69,8 TEACHER PREPARATION PROGRAMS TO INCLUDE MULTI-ETHNIC AND MULTI-CULTURAL APPROACHES

BACKGROUND: Preparation of teachers of English is still, in many instances, predicated on the assumption that the English program in the schools should be designed to introduce students to only one cultural heritage and to only one society. The National Council of Teachers of English should vigorously question that assumption whenever and wherever it appears. Specifically, the National Council of Teachers of English should advocate that programs for teacher preparation should include courses in multi-ethnic and multi-cultural approaches to the teaching of English. Be it therefore

RESOLVED, That the National Council of Teachers of English, acting through the Conference on English Education, contribute to the design and implementation of courses which will reflect the cultural and ethnic plurality which exists in American society today.

A. Curriculum/content

Resolutions Adopted by the 1991 NEA Representative Assembly

ents, students, teachers, and educational support personnel.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those insututions. (69, 91)*

A-2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Appreciate the aesthetic and moral qualities of life

f. Formulate values for their lives that will lead to continual growth and self-fulfillment

g. Recognize and appreciate the cultural, social, political, and religious differences found throughout the nation and the world

h. Use leisure time effectively and develop sound physical health habits

i. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen through the use of licensed teachers comprehensive programs of education that aspire to these goals. (69, 89)

*Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.

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National Education Association NEA

A. Curriculum/content

C-24. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping students perceive the cultural diversity of U.S. citizenry so that they may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 89)

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National Education Association

A. Curriculum/content

E-1. Selection of Materials and Teaching Techniques

The National Education Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials. (69, 86)

E-4. Cultural Diversity in Instructional Materials and Activities

The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 86)

I-7. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all students about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the subject of the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81, 89)

I-38. English as the Official Language

The National Education Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service, and all other forms of communication.

The Association believes that English is the language of political, social, and economic communication in the United States. However, efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged. (87, 89)

I-8. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon American to eliminate—by statute and practice—barriers of race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategic

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A. Curriculum/content

The following statement regarding history education was formulated and is endorsed by the Executive Board of the Organization of American Historians. The OAH is the largest professional society created and sustained for the promotion, study and teaching of American history.

HISTORIANS STATE POSITION ON EDUCATIONAL CHANGES

The parties to the current debate regarding history curricula in the public schools profess a common interest in assuring that students receive a good history education. Many of them disagree, however, often stridently, on what a good history education entails. Some argue for the primacy of Euro-American history in the curricula. Others urge concentration on the history of non-Western peoples or on one or more racial minorities. Still others favor forms of multicultural or multi-ethnic history whose contents fall variously between the two polarities. All school teachers, professional historians, educational policymakers, and the lay public have an interest in the issue and should be encouraged to participate in the debate.

In the comments that follow, the Executive Board of the Organization of American Historians offers several observations which it hopes all interested parties will regard as constructive contributions to the ongoing dialogue.

History involves a continuing process of discovery, of reinterpretation, and of varying and often clashing perspectives. Therefore, great care should be taken to assure that the history taught in the public schools, whether that of racial minorities, women, and working people, or that of the whole society, be based upon sound historical scholarship. The best remedy for "bad history" and the best assurance of "good history" is well-trained and well-prepared history teachers who, understanding the dynamic nature of historical inquiry, can help students develop a critical perspective on the past.

The history curricula of public schools should be constructed around the principle that all people have been significant actors in human events. Students should therefore understand that history is not limited to the study of dominant political, social, and economic elites. It also encompasses the individual and collective quests of ordinary people for a meaningful place for themselves in their families, in their communities, and in the larger world.

--more--

Historians and History Education -- page 2 of 2

The history of minority groups is critical to an understanding of the American past as well as the present. It should therefore be an integral part of the curricula of public schools. It comprises more, however, than the relations of minority groups to the larger society. Equally significant are the internal dynamics of minority group life as expressed in developments stemming from the roles which members of minority groups have played in their own communities.

Because history is tied up with a people's identity it is legitimate that minority groups, women, and working people celebrate and seek to derive self-esteem from aspects of their history. The traditional omission of these groups from, or their misrepresentation in, many United States history textbooks and the marginal treatment of societies outside Europe in most world history textbooks further justify such an objective.

A primary goal of history education is to foster mutual understanding and respect among people of different backgrounds and traditions. Historical study should proceed first from the clear acknowledgement that no major group or society has a wholly singular and static cultural heritage. On the contrary, the cultures of all people have become intermingled over time, often in subtle and complex ways that historians are still exploring. Consequently, in addition to contradicting the values which public schools should seek to impart, a history that asserts or implies the inherent superiority of one race, gender, class, or region of the world over another is by definition "bad history" and should have no place in American schools.

The multiple objectives of history education can best be served by curricula that afford students the opportunity in the public schools to study both the history of the larger society and the history of minority groups and non-Western cultures. Whether the people of the United States regard themselves as one nation or many, or as some combination of both, most Americans will probably recognize that they share certain common traditions, values, and experiences arising out of their common humanity and their interactions with one another. These include our political and economic institutions, however imperfect, a mass culture that affects everyone, and a common entitlement to freedom, equality, and dignity. A successful history education should help students understand what binds Americans together while simultaneously promoting respect for America's pluralism and diversity. We hope it will contribute to realizing a common future of reconciliation and equality across the boundaries of race, ethnicity, gender, and class.

A. Curriculum/content

- **Eighth grade – intercultural communication**

By eighth grade, students should be able to understand the effects of cultural systems upon effective oral communication. Additionally, as cultural differences begin to influence student choices and activities, students should demonstrate an understanding and appreciation of multiculturalism (i.e., gender, race, ethnicity) as a significant variable affecting effective oral communication. The ability to recognize and effectively participate in intercultural communication are no longer skills which can be postponed until later in life. Students are clearly involved in intercultural communication environments in their junior high school years.

Yet, in a multicultural environment, communication competency may be extremely difficult to master. At this age, students are only beginning to formulate personal and ethical decisions regarding the role of multiculturalism within their own lives. Nonetheless, even by eighth grade, as Barbara Wood and her colleagues concluded in 1977 in the *Development of Functional Communication Competencies. Grades 7-12*, a student must become a "competent adolescent" who "gains and maintains the attention of others in socially acceptable ways," "expresses both affection and hostility to others," "praises oneself and/or shows pride in one's accomplishments," "takes into account another person's point of view in talking with that person, especially if asked to do so," "reads effectively the feedback of others and one's messages: supplies relevant feedback to others when they communicate," and "takes the role of another person effectively without being pushed to do so".[24] Likewise, Eileen Newmark and Molefi K. Asante, in *Intercultural Communication*,[25] have concluded that intercultural communication "awareness and sensitivity" must begin early in the "secondary school" stages.[25]

Relying upon the analysis provided by Newmark and Asante, Table 11 (next page) provides an overview of communication competencies which can guide oral communication instruction during this period. It is unlikely that students' attitudes can be dramatically influenced by a single course, for certainly racial, ethnic, and gender attitudes and values are part of a life-long process. Nonetheless, early formal exposure to and understanding of the intercultural communication process may introduce critical variables in students' affective, cognitive, and behavioral patterns of social interaction which alter how biases and discriminatory attitudes do and do not develop in students.

From: Speech Communication Association, Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade (Annandale, VA: Speech Communication Association, 1991), pp. 29-30.

A. Curriculum/content

Table 11

Examples of eighth grade international and intercultural communication competencies

1. Identify verbal and nonverbal communication cues distinguishing one's own and others' cultural environments and heritages.
2. Identify verbal and nonverbal communication patterns which are shared by distinct cultural systems.
3. Identify social institutions and historical experiences which distinguish and are commonly used by cultural systems.
4. Develop a sensitivity to and appreciation for the diverse ways in which experiences can be articulated verbally and nonverbally.
5. Develop an awareness of one's own desires, assumptions, and beliefs in order to experiment more freely in new patterns of behavior.
6. Communicate effectively in alternative cultural systems (e.g., adjust to different environments) without losing one's basic values.
7. Develop a self-concept which fosters trust, ego strength, open-mindedness, and the ability to accept ambiguity and diversity among people.

From: Speech Communication Association, Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade (Annandale, VA: Speech Communication Association, 1991), pp. 29-30.

Teachers of English to Speakers of Other Languages TESOL

A. Curriculum/content

The field of ESL that TESOL represents started out 25 years ago as a branch of applied linguistics. The Association, until recently, has been a quasi-society. Today, TESOL is an education association seeking to participate in the education reform movement of the United States, while keeping its roots in academe. Thus, the Association has not historically set forth policy statements on curricula, student diversity, and education policy.

TESOL represents the interests of language minority students in K-12 programs (as well as foreign students in postsecondary institutions and learns of English as a foreign language worldwide). They are a rich multicultural resource that needs to be integrated into mainstream education. Enclosed are two resolutions that the TESOL membership passed in 1971 that touch upon multicultural content/curriculum: one on bilingual education, another on compensatory education. They do not specifically deal with curriculum, though.

A. Curriculum/content

WHEREAS we recognize that any human being's language constitutes his link with the real world, and

WHEREAS we are collectively engaged in teaching another language to human beings who already possess a fully articulated and developed linguistic system,

THEREFORE, BE IT RESOLVED that TESOL affirms

1. that bilingual education must be assumed to mean education in two languages;

2. that this in turn presupposes full recognition by every available means of the validity of the first language;

3. that such recognition includes positive attitudes of all teachers and administrators toward the student's language;

4. that the validity of that language not only as a communication system but as a viable vehicle for the transfer and reinforcement of any subject content in the classroom must be central in curricular policy; and

5. that, where numbers of individuals justify such concern, the student's own language must specifically constitute a segement of the curriculum.

IV. COMPENSATORY EDUCATION

"BE IT RESOLVED that TESOL:

1. Communicate to key federal and state legislators that the terminology 'compensatory education' as it applies to ESL and bilingual programs and students in Federal and State legislation, guidelines and general communications is offensive;

2. Recommend that use of the terminology be discontinued in favor of more positive language.

New Orleans, Louisiana USA
March 1971

Getty Ctr. for Education in the Arts GETTY

A. Curriculum/content

The Center does not have a discrete, separate policy related to multiculturalism or cultural diversity. We do have several projects devoted to art education and multicultural education including the publication of poster-size art reproductions of non-Western works.

In addition this August the Center is spensoring an invitational seminar on DBAE and Cultural Diversity for 150 art education academics and practioners.

B. Student Diversity

B. Student Diversity

Support the Roles of Girls and Minorities in Science. Because the scientific and engineering professions have been predominantly male and white, female and minority students could easily get the impression that these fields are beyond them or are otherwise unsuited to them. This debilitating perception—all too often reinforced by the environment outside the school—will persist unless teachers actively work to turn it around. Teachers should select learning materials that illustrate the contributions of women and minorities, bring in role models, and make it clear to female and minority students that they are expected to study the same subjects at the same level as everyone else and to perform as well.

The Recommendations in This Report Apply to All Students

The set of recommendations constitutes a common core of learning in science, mathematics, and technology for all young people, regardless of their social circumstances and career aspirations. In particular, the recommendations pertain to those who in the past have largely been bypassed in science and mathematics education: ethnic and language minorities and girls. The recommendations do not include every interesting topic that was suggested and do not derive from diluting the traditional college preparatory curriculum. Nevertheless, the recommendations are deliberately ambitious, for it would be worse to underestimate what students can learn than to expect too much. The national council is convinced that—given clear goals, the right resources, and good teaching throughout 13 years of school—essentially all students (operationally meaning 90 percent or more) will be able to reach all of the recommended learning goals (meaning at least 90 percent) by the time they graduate from high school.

B. Student Diversity

1.d. Whereas, an educational system based on democratic principles must be egalitarian;

Whereas, the American Association of Colleges for Teacher Education is committed to the goal of eliminating discrimination based on sex, minority membership, and handicapping conditions in teacher education programs and the teaching profession;

Whereas, the AACTE is committed to promoting participation of minorities in teacher education and the teaching profession in proportion to their representation in U.S. society; and

Whereas, many states and schools, colleges, and departments of education require teacher candidates to pass a standardized test of academic and professional knowledge at some point in their teacher education programs.

Be it resolved that:

The AACTE supports the following conditions for the development and use of standardized tests used for admission to or graduation from teacher education programs and for the certification of teachers.

- Test developers should provide researchers and test users with statistical information about their test's reliability and validity. This information shall include an analysis of different ethnic and gender groups' performance on the test as a whole, as well as on each item on the test.
- Truth-in-Testing policies that include the disclosure of test items should be extended to these test. Such policies should be modeled after those used for other standardized examinations such as the Scholastic Aptitude Test and Law School Admissions Test.
- Tests should be constructed so that, insofar as possible, individual or group differences in test scores result from real differences in people's knowledge of the subject being tested and not from inappropriate characteristics of the questions themselves. Whenever possible, and without lowering the validity or reliability of the test for any group, and without altering the difficulty level of the test or its content coverage, test should be constructed from items that display the least difference in passing rates between minority and majority examinees of comparable backgrounds and educational level.
- The American Psychological Association's Standards for Educational and Psychological tests should be adhered to in the development of these tests. *(1990)**

*These resolutions remain in effect for five years following the date of enactment.

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B. Student Diversity

8. AFFIRMATIVE ACTION

8.a. Whereas, the American Association of Colleges for Teacher Education opposes discrimination based on ethnicity, race, gender, sexual orientation, or handicapping conditions in schools, colleges, and departments of education; and

Whereas, AACTE reaffirms its support for affirmative action measures to provide for the inclusion of underrepresented racial and ethnic minorities, women, and handicapped persons in the student body, faculty, and administrative positions in SCDEs with the goal of reflecting the cultural diversity and egalitarian principles of the nation.

Be it resolved that:

The American Association of Colleges for Teacher Education will continue to provide a national forum for SCDEs in the areas of human rights, educational equity, and multicultural and global education. *(1990)*

8.b. Whereas, the American Association of Colleges for Teacher Education supports the elimination of sexism within the profession and society.

Be it resolved that:

The AACTE continues its support for the passage of an Equal Rights Amendment to the Constitution and establishes it as one of its legislative priorities; and

Be it resolved that:

The AACTE pledges cooperation with other organizations in seeking to eliminate sexism within education generally and within teacher education specifically. *(1990)*

8.c. Whereas, The American Association of Colleges for Teacher Education values cultural diversity;

Whereas, education programs are improved by responding to the individual differences of learners; and

Whereas, education programs at all levels are strengthened by respecting and incorporating the understanding of cultural backgrounds of students in developing appropriate instructional strategies and curricula;

Be it resolved that:

The American Association of Colleges for Teacher Education reaffirms its commitment to multicultural education and continues to assist SCDEs in the process of incorporating multicultural education in all aspects of their programs;

Be it resolved that:

AACTE reaffirms its commitment to assist SCDEs in the preparation of all educators to work with students with special needs; and

Be it resolved that:

AACTE's commitment to multicultural education continues to be reflected prominently and pervasively in the standards of NCATE and other professional groups. *(1990)*

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B. Student Diversity

8.d. Whereas, selection criteria should be developed to admit quality candidates while assuring the proportionate representation of women, ethnic and racial underrepresented minorities, and handicapped persons.

Be it resolved that:

No program of selection be devised by schools, colleges and departments of education or state education agencies that eliminates disproportionate numbers of minority candidates for the teaching profession;

Be it resolved that:

No program shall be devised which places sole reliance upon a single measure or upon a single assessment technique;

Be it resolved that:

SCDEs should establish multiple admission requirements to increase the number of under-represented minority students;

Be it resolved that:

SCDEs should develop admissions and retention programs to increase the number of minorities in their undergraduate and graduate programs;

Be it resolved that:

The American Association of Colleges for Teacher Education work collaboratively with other professional organizations to ensure that under-represented minority groups are provided opportunities and assistance to enter and complete doctoral programs in education-related fields for the purpose of teaching in SCDEs; and

Be it resolved that:

AACTE reaffirms its continuing support to provide technical assistance to its membership to achieve this resolution. *(1990)**

9.f. Whereas, recent administrations have not adequately maintained support for existing educational programs and have, in fact, reduced support for essential programs;

Whereas, in the absence of providing adequate funds for existing essential programs, the administrations have instead proposed voucher and choice programs; and

Whereas, a series of proposals have come before federal, state,and local governments whereby public funds would be used to encourage student and parental choices in education.

Be it resolved that:

The American Association of Colleges for Teacher Education opposes voucher and choice programs in K-12 schools unless they are provided in addition to adequately funded essential programs and also assure a nonsegregative effect on student body composition on the basis of socioeconomic status, ethnicity, and race; and

Be it resolved that:

(a) AACTE opposes the use of public funds to expand choices to nonpublic school;

8.e. Whereas, there are special populations, especially in rural areas, for which it often is not feasible for students to have continuous residency on campus;

Whereas, the educator's affirmation of the worth of cultural diversity is essential to providing effective teaching-learning conditions for all students; and

Whereas, many teacher candidates have limited experiences with communities that are culturally different from their own.

Be it resolved that:

The American Association of Colleges for Teacher Education will work with other professional organizations to encourage SCDEs to deliver field-based programs for preparing teachers and other school-based personnel for populations not currently being served;

Be it resolved that:

SCDEs should develop programs that lead to certification or recertification of education personnel in field-based programs. These programs should be structured to meet the unique needs of the community; and

Be it resolved that:

SCDEs will be encouraged to provide opportunities for teacher candidates to have experiences in rural areas and with students who are culturally different from the candidate. *(1990)**

*These resolutions remain in effect for five years following the date of enactment.

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B. Student Diversity

Excerpt from "The Role of the School Library Media Program."

The school library media program serves all of the students of the community--not only the children of the most powerful, the most vocal or even the majority, but all of the students who attend the school. The collection includes materials to meet the needs of all learners, including the gifted, as well as the reluctant readers, the mentally, physically, and emotionally impaired, and those from a diversity of backgrounds. The school library media program strives to maintain a diverse collection that represents various points of view on current and historical issues, as well as a wide variety of areas of interest to all students served. Though one parent or member of the school community may feel a particular title in the school library media center's collection is inappropriate, others will feel the title is not only appropriate but desirable.

B. POLICIES ON STUDENT DIVERSITY

The American Alliance for Theatre and Education believes that the arts programs in every American school should be suited to the needs of the individual students, reflect the multicultural nature of our pluralistic American society, and be responsive to the requirements of the diverse special populations present in our schools including the artistically talented.

AATE believes that art forms included in the school curriculum should represent diverse periods, styles, forms, and cultures

B. Student Diversity

2. Multicultural Education: From "Melting Pot" to "Mosaic"

Past ASCD resolutions affirm that cultural diversity must be recognized in school programs and curriculum in order to prepare students for life in our multicultural society and interdependent world (1970, 1980, 1987, 1988, 1991).* Significant progress in developing multicultural awareness has occurred in many school districts. In its leadership role, ASCD must extend its position beyond awareness and emphasize multicultural education because of recent challenges caused by:

- rapidly changing demographics
- debates about ethnocentric approaches
- questions about the historical accuracy of curriculum, and
- calls for unifying methodologies that still recognize cultural diversity.

ASCD supports a multicultural approach that emphasizes a "mosaic" image of national and international society. A mosaic image focuses on the whole, yet allows recognition of any part as important to the whole. Emphasis on a mosaic image clarifies the direction for policymakers and educators in applying stated ASCD values on cultural diversity and education for democracy.

ASCD advises its members to lead the movement toward a mosaic emphasis in multicultural programs and education through:

- developing or revising comprehensive policies on multiculturalism that address curriculum, instructional methods, teacher preparation, staff development, hiring, instructional materials, and school climate;
- stressing unifying concepts such as "education for democracy" while recognizing, celebrating, valuing, and utilizing cultural differences;
- implementing a multicultural emphasis in all schools regardless of community demographics;
- ensuring the accuracy of scholarship underlying multicultural materials and emphases; and
- guaranteeing a curricular and program review process that includes representatives whose backgrounds reflect cultural diversity.

*Dates in parentheses indicate years in which similar resolutions were passed.

F. Equity

ASCD recognizes, values, and encourages equity and cultural diversity as major goals of education in our pluralistic society. Equal opportunities should be provided for all children of migratory workers, children from low-income families, and all children suffering from social and educational segregation (1959).

ASCD urges members, and all national leaders as well, to demonstrate support of equal opportunity, multicultural and multiethnic education, affirmative action, and professional development without regard to race, religion, sex, and national origin.

ASCD should reaffirm the Association's commitment to equity and cultural diversity by regularly assessing its activities and by stating its position on these issues (1982). Reports calling for major reforms to improve the quality of our schools and achieve excellence have failed to address the issues of educational equity, including race, culture, economics, and sex. ASCD firmly believes that equity is necessary for excellence, and equity policies and programs must be a part of the reforms and ongoing agenda for our schools (1984).

B. Student Diversity

4. ATE congratulates and supports the stance taken by the National Council for the Accreditation of Teacher Education on diversity of students and faculty in teacher education, and urges NCATE to remain firm in its resolve to maintain these criteria as vital in its Standards.

B. Student Diversity

CHART serves average students in settings where there is a high likelihood of minority presence. Our policy is to demonstrate their capacity not only to understand diverse arts and humanities, but to learn in school to create diverse arts and humanities as well.

B. Student Diversity

Promises to Keep

TION AGENDA • EDUCATION COMMISSION OF THE STATES

ECS Priorities for Action

- Contribute to development of a critical mass of women and people of color in leadership roles across the education system — pre-kindergarten to graduate and professional education, schoolhouse to statehouse.

- Build the capacity of state and institutional leaders to improve minority student participation and achievement.

- Identify and promote changes in policy and practice that will lead to *all students* learning at much higher levels. Emphasize policy and action to reduce fragmentation in policy making to better serve children, youth and families; to promote equity in education finance; to address issues unique to urban education; to eliminate causes of preventable learning impairments; and to help students raise their personal education goals and expectations.

- Support mentoring programs that foster constructive relationships with students; promote service as integral to education for the democracy.

- Promote efforts to ensure the participation and empowerment of *students* in efforts to restructure education.

B. Student Diversity

- Promote to the general public the value of theatre as a powerful social and moral force.

- Promote and develop theatre that enhances the self esteem of all students and teachers.

- Work to insure that all students are afforded viable and vital theatre experiences during their K-12 years, regardless of ethnic, racial, cultural or economic background.

B. Student Diversity

Multiliteracy Statement

Multiliteracy Statement

WHEREAS, the native language is acquired in the intimacy of one's family where memories, feelings, and values shape character and personality;

WHEREAS, the native language skills serve well in organizing one's personal world, and provide the foundation for first language literacy;

WHEREAS, the normal child who speaks and understands the native language may be expected to read and to write that language;

WHEREAS, the best predictor of success in other languages is proficiency in one's own;

WHEREAS, the International Reading Association is dedicated to the advancement of world literacy for all individuals, everywhere;

THEREFORE, BE IT RESOLVED that the Board of Directors of the International Reading Association recommends

1. that legislative and administrative efforts to improve reading instruction for language minority students be actively supported
2. that institutions of higher education resolve to improve teacher preparation programs that address in greater depth the instructional needs of language minority students.
3. that all groups concerned with the education of language minority students work together toward developing and maintaining high quality literacy programs, and
4. that every professional and personal effort be made by the members of the International Reading Association to respond sensitively to the unique problem and promise of multiliteracy

Prepared by the Multiliteracy in Multicultural Settings Committee and adopted by the Board of Directors of the International Reading Association, January 1985

International Reading Association
800 Barksdale Road
PO Box 8139
Newark, Delaware 19714 USA

Officers at Time of Adoption

Bernice E. Cullinan, President
John C. Manning, Vice President
Rosellina Indrisano, Vice President-elect
Ronald W. Mitchell, Executive Director

Board of Directors
Bernice E. Cullinan
Doris R. Entwisle
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B. Student Diversity

The Music Educators National Conference believes that every student at every level, K-12, should have access to a balanced, comprehensive, and sequential program of music instruction in school taught by teachers qualified in music.

That the finest possible education in music should be available to every student in the nation and that every student should have an equal opportunity to study music. MENC believes that the quality and quantity of music instruction received by a student should not be a result of geographic location, social status, racial or ethnic status, urban/suburban/rural status, or parental or community wealth.

That, although formal instruction in music is very important in the development of those students who are gifted and talented in music, the primary purpose of music instruction in the schools is to improve the quality of life for all students through the development of their capacities to participate fully in their musical culture.

That music education should be a lifelong process and should embrace all age groups.

That a strong music program is important in every American school in order to provide musical experiences of breadth and depth for every student. Education in music can also (1) identify and develop the musical talents of all students, (2) enhance students' sense of personal worth and self-esteem, (3) provide an opportunity for success for students who routinely face disappointment and failure in school, and (4) bring joy and beauty into the lives of students and teachers and thereby make the schools more enjoyable places in which to learn.

MENC recognizes that increased efforts are necessary to meet the music needs of students with disabilities, at-risk students, and students who are gifted and talented in music.

That students with disabilities should, to the fullest extent possible, have the opportunity to participate in elective choral and instrumental experiences on the same basis as other students.

That special programs should be available to meet the needs of students who are gifted and talented in music.

That when students with disabilities are mainstreamed into regular music classes (1) music educators should be involved in the placement decisions, (2) placement should not result in classes exceeding the standard class size, (3) placement should not result in a disproportionate number of disabled students in any class, (4) placement should be based on musical achievement when it is based on musical achievement for other students, and (5) music educators working with special education students should have access to in-service education in special education.

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National Art Education Association NAEA

B. Student Diversity

The arts education associations believe that the arts programs in every American school should:

1. Be suited to the of the individual students;
2. Reflect the multicultural nature of our pluralistic American society,
3. Be responsive to the requirements of the diverse special populations present in our schools, including the artistically talented;.....

The arts education associations believe that all students at every level, early childhood through high school, should be provided with a balanced, comprehensive, and sequential program of instruction in each of the arts in their schools, these programs to be taught by qualified art, music, theatre, and dance teachers.

The arts education associations believe that the finest possible education in the arts should be available to all students and that every student should have an equal opportunity to study the arts. The associations believe that the quality and quantity of arts instruction

National Coalition for Education in the Arts NCEA

American Council for the Arts ACA

B. Student Diversity

Efforts to encourage direct personal contact between different ethnic groups are needed. E.g., collaborative ventures in multicultural arts that strengthen the relationship between cultural diversity and the unifying national culture; exploration of public policy, multicultural arts, ethnic diversity, student attitudes and American culture; the arts as the basis for shared experiences of different ethnic groups in celebration of American culture; reduction of stereotyping, engendering of mutual understanding and breakdown of racial tensions, etc. through use of themes that celebrate cultural diversity in the national fabric; contributions to American life by different ethnic groups, etc.

National Coalition for Education in the Arts NCEA

National Dance Arts NDA

B. Student Diversity

SOCIAL

Improved sensitivity, understanding, appreciation, and consideration of others both for their similarities and their differences.

B. Student Diversity

#74.2 THE STUDENTS' RIGHT TO THEIR OWN LANGUAGE

BACKGROUND: At its 1974 annual business meeting, the Conference on College Composition and Communication passed a resolution on the Students' Right to Their Own Language. The following statement differs from that resolution primarily by adding a distinction between spoken and written English.

We are aware of the rich diversity of American culture that is expressed in all the regional, ethnic, and social dialects of American English.

We accept the linguistic premise that all these dialects are equally efficient as systems of communication; that none of them is a distortion or corruption of a single dialect that is superior to all the others; and that speaking a particular dialect does not in itself interfere with learning to read or with learning to write clearly and cogently. Be it therefore

RESOLVED, That NCTE affirm the students' right to their own language--to the dialect that expresses their family and community identity, the idiolect that expresses their unique personal identity;

affirm the responsibility of all teachers of English to assist all students in the development of their abilities to speak and write better whatever their dialects;

affirm the responsibility of all teachers to provide opportunities for students to learn to express ideas clearly and cogently in writing and to provide opportunities for students to learn the conventions of what has been called written edited American English; and

affirm strongly that teachers must have the experience and training that will enable them to understand and respect diversity of dialects. Be it further

RESOLVED, that, to this end, the NCTE make available to other professional organizations this resolution as well as suggestions for ways of working with linguistic variety, as expressed in the CCCC background statement on the students' right to their own language; and

promote classroom practices to expose students to the variety of dialects that occur in our multi-regional, multi-ethnic, and multi-cultural society, so that they too will understand the nature of American English and come to respect all its dialects.

B. Student Diversity

#68.3 LANGUAGE NEEDS IN A MULTI-CULTURAL SOCIETY

BACKGROUND: The National Council of Teachers of English has long sought to provide appropriate leadership in programs of schooling for all of the children of all of the people. At present, the language needs of young people within this multi-cultural, multi-ethnic society appear to be central elements in the most significant educational crisis since the founding of the common school. The presence of this crisis requires a drastic increase in our collective and individual attention to particular needs of young people in ethnic and cultural minorities and to the improvement of our performance in meeting those needs. Be it therefore

RESOLVED, That the National Council of Teachers of English call upon all teachers of English language arts to recognize that they must do far more than they have done to meet the needs of young people in minority groups within this multi-cultural society;

that the membership support the intention of the Executive Committee to commit a higher proportion of the resources of the Council to find new and imaginative solutions to the language needs of these young people;

that each member of the committees and commissions of the Council take immediate steps to reconsider the goals and priorities of the committee or commission, so as to devote greater energy toward finding and implementing solutions which will meet the needs of these young people;

that each member of NCTE be exhorted to reflect on this responsibilities in the present crisis, to act within his competence to resolve that part of the crisis that is within his reach.

*NOTE: **This resolution was adopted prior to adoption of the NCTE position on sexist usages.**

Mathematics for Language Minority Students

Every student is entitled to a mathematics education providing preparation for a full range of careers having mathematical prerequisites. Cultural backgrounds or difficulties with the English language must not exclude any student from full participation in the school's mathematics program. Those language minority students needing assistance must be given special help to facilitate their learning of mathematics.

Therefore, the National Council of Teachers of Mathematics makes the following recommendations:

* All students, regardless of their language or cultural background, must have access to the full range of mathematics courses offered. Their patterns of enrollment and achievement should not differ substantially from those of the total student population.

* When unusual patterns do exist, educators have the responsibility to identify and remove school-and classroom-based barriers by providing language-based support services to help the student overcome obstacles due to a lack of proficiency in English, the language of instruction. Such services might include, but not necessarily be limited to, bilingual instruction, mathematics in programs for English as a second language, or tutorial assistance.

* The following activities, recommended for all students, are especially important in providing the best possible mathematics education for language minority students:

  The provision of academic counseling to support students and encourage them to take additional mathematics courses
  The use of a variety of teaching strategies
  The communication of the importance of mathematics and the nature of the mathematics program to both students and parents

* In order to verify that barriers have been removed, educators should monitor enrollment and achievement data to determine whether language minority students have gained access to, and are succeeding in, mathematics courses. Such reviews should be conducted at the district, state/provincial, and national level

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B. Student Diversity

The Mathematics Education of Underrepresented Groups

The National Council of Teachers of Mathematics is committed to the principle that females and other underrepresented groups should be full participants in all aspects of mathematics education, both as students and as teachers.

In recent years much concern has been expressed about underrepresented groups in mathematics education. These groups are composed of students who do not take advanced mathematics courses and fail to enter mathematics-related vocations and careers in proportion to their representation in the population. The groups include females, blacks, language-minority students, and Native Americans.

Often employment opportunities and paths to continuing education are closed to those in underrepresented groups because of powerful social influences that discourage them from the study of mathematics beyond that required by school policy. Mathematics educators must make an individual and organizational commitment to eliminate any psychological or institutional barriers to the study of mathematics. Innovative ways must be explored to convince both students and parents from underrepresented groups of the vital importance of mathematics courses in keeping both educational and career options open.

Schools and districts whose enrollment in their most advanced mathematics classes does not reflect the overall demographic data for the school population should examine both their programs and their faculty for influences that might be leading to mathematics avoidance. Teachers at all educational levels should have the expectation that students from all segments of the population can be successful in mathematics. The teacher is in a key position to stimulate and encourage all students to continue the study of mathematics.

Comprehensive programs of content and individual support must be developed and adequately financed to promote and ensure the mathematical education of students from all the underrepresented groups. Therefore, the NCTM and all its members must continue to address the needs for increasing the participation and achievement of the underrepresented groups in mathematics education. Both simple justice and future economic productivity require that we do so without further delay.

B. Student Diversity

All Students

Throughout these standards the phrase *all students* is used often. By this phrase we mean to set the mathematical education of every child as the goal for mathematics teaching at all levels, K–12. In April 1990, the NCTM Board of Directors endorsed the following statement:

> As a professional organization and as individuals within that organization, the Board of Directors sees the comprehensive mathematics education of every child as its most compelling goal.
>
> By "every child" we mean specifically—
>
> - students who have been denied access in any way to educational opportunities as well as those who have not
> - students who are African American, Hispanic, American Indian, and other minorities as well as those who are considered to be a part of the majority;
> - students who are female as well as those who are male; and
> - students who have not been successful in school and in mathematics as well as those who have been successful.

It is essential that schools and communities accept the goal of mathematical education for every child. However, this does not mean that every child will have the same interests or capabilities in mathematics. It does mean that we will have to examine our fundamental expectations about what children can learn and can do and that we will have to strive to create learning environments in which raised expectations for children can be met.

B. Student Diversity

B-7. American Indian/Alaska Native Education

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures.

The Association believes that adequate federal funding for American Indian/Alaska Native education must be provided to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives—provided that such programs are voluntary. Any termination of federal support as either a direct or an indirect result of efforts to extend self-determination is opposed.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. Involvement of American Indians/Alaska Natives in teacher training programs dealing with cultural pluralism and Native values

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students

d. Participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs

i. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives

j. Control of Native lands by American Indians/Alaska Natives

k. The celebration of National American Indian/Alaska Native Heritage Month.

l. Retention and enforcement of legislation that protects, serves, and maintains the integrity of American Indian/Alaska Native families and their tribal cultures so that, if a child has to be removed from his or her home, placement should be determined by the child's tribe. (76, 91)

B-8. Hispanic Education

The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association supports efforts provide for—

a. The recruitment, training, and ployment of bilingual teachers, counse and other professional and support sta meet the needs of Hispanic students

b. Federal and state programs estab ing appropriate educational opportun for Hispanic students

c. Federal and state grants and sch ships for higher education that will facil the recruitment, entry, and retentio Hispanics

d. Celebration of National Hisp Heritage Month as a means of acknowl ing the contributions of Hispanics to history and development of the U States, its territories, and the Comm wealth of Puerto Rico

e. Dissemination of information programs that include the values, her language, culture, and history of Hispa

f. Recognition of Hispanic educat role models

g. Hiring and promotion of His educators in positions at all levels o education profession.

The responsibility for developing implementing programs for Hispanic dren should be realized by state and agencies, regardless of the availabili federal funds. (72, 90)

B-9. Asian and Pacific Islander Education

The National Education Associatio ognizes that the complex and diverse of Asian and Pacific Island children r the development of programs that pr the rich heritage of their cultures. It b that adequate federal funding mu provided for the—

a. Development of curriculum and instructional materials

b. Dissemination of programs and information

c. Preservice and continuing education of teachers

d. Education of Asian and Pacific Island adult refugees.

The National Education Association supports the celebration of Asian/Pacific Heritage Month and encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Island heritage and culture. (79, 90)

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B. Student Diversity

B-10. Black American Education

The National Education Association recognizes that the complex and diverse needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups to assure the development of adequate and equal educational programs.

The Association supports efforts that provide for—

a. Celebration of Black History Month as a means of acknowledging the contribution of Black Americans to the history and development of these United States

b. Recognition of Black educators as role models

c. State and federal funding of scholarships to facilitate the entry of Black students into the teaching profession

d. Passage of state and national legislation to promote the preservation of Black heritage and culture

e. Involvement of Black educators in developing educational materials used in classroom instruction

f. Programs that address the alarming high school dropout rate among Black male students and encourage continued education, thereby increasing their participation in the work force

g. English proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English

h. Dissemination of information and programs that include the values, heritage, language, culture, and history of the Black American

i. Development of athletic programs that promote educational excellence, not just athletic power

j. Opposition to the resegregation of the public schools through special classes

k. Hiring and promotion of Black educators in positions at all levels of the education profession. (81, 91)

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B. Student Diversity

C-33. Discriminatory Academic Tracking

The National Education Association believes that the use of discriminatory academic tracking based on socioeconomic status, race, or sex must be eliminated in all public school settings. The Association urges its affiliates to oppose these practices. (88)

C-35. Educational Programs for Limited English Proficiency Students

The National Education Association believes that limited English proficiency (LEP) students must have available to them programs that address their unique needs and that are committed to providing equal opportunity to all students, regardless of their primary language.

The Association urges that the programs for LEP students emphasize proficiency (the ability to speak, read, write, and reason in English) as a primary goal to enable these students to reach their full potential in an English-speaking society. At the same time, meaningful instruction should be provided in all other curriculum areas.

The Association urges that those students whose primary language is other than English be placed in bilingual education programs to receive instruction in their native language from qualified teachers until such time as English proficiency is achieved. If no bilingual programs are available, these students should be taught in English-as-a-second-language (ESL) programs designed to meet their specific needs. Under no circumstances should students with limited English proficiency be enrolled in special education classes solely because of linguistic differences.

The Association believes bilingual education programs should be promoted and supported at the federal, state, and local levels. Further, the Association a full funding of all instructional n resources, and programs for stude limited English proficiency, as wel training of education personnel with these students. The school di other appropriate agency should released time for the training of who instruct limited English p students.

Educators, through a bargaining bilateral decisionmaking process, fully involved in the developm implementation of programs servi students, including the assignment ers and the terms and conditions employment. Teachers should be sated at the teacher's hourly rate of any additional time spent in trainin should also be reimbursed for the tuition, textbooks, and travel inc such training.

The Association values biling multilingual competence and supp grams that assist individuals in attai maintaining proficiency in thei language before and after they proficiency in English. (81, 90)

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B. Student Diversity

C-69. Human and Civil Rights of Children and Youth

The National Education Association believes that the human and civil rights of children and youth must be protected.

The Association opposes the exploitation of children and youth under any circumstances. It condemns the use of children and youth by organizations, governments, and dissident political/military movements to advance their political objectives. It decries abuses of the rights of children and youth that may occur when governments suspend legal guarantees during times of political unrest and thereby subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration.

The Association opposes the impress or acceptance of minors into the service of the armed forces of any government or into the service of revolutionary forces under any circumstances.

The Association further believes that children and youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers in such centers must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children and youth in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children and youth who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors.

The Association opposes the imposition of the death penalty or life imprisonment without parole on individuals whose offenses were committed prior to age 18. (88)

I-8. Civil Rights

The National Education Association committed to the achievement of a total integrated society and calls upon American to eliminate—by statute and practice—barriers of race, color, national origin religion, gender, sexual orientation, age disability, size, marital status, and economic status that prevent some individuals, adu or juvenile, from exercising rights enjoye by others, including liberties decreed i common law, the Constitution, and statute of the United States. Civil order an obedience to the law must be ensure without abridgment of human and civ rights. Individuals, adult or juvenile, mu be assured a speedy and fair judicial proce with free legal counsel for those in need. T be effective citizens, individuals must b trained and aided in developing strategie

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B. Student Diversity

Moreover, communicating with others is no longer a matter of merely conveying information to others. The growth in the information economy has been matched by a similar growth in cultural diversity in the United States. Women and minorities such as blacks and Hispanics as well as a host of other minorities are increasingly entering professions in the Information Society. Communicating has become more complicated, for the same piece of information can now mean extremely different things to different groups of people. Success in information professions now requires a sensitivity to cultural differences and to the diverse meanings which can be associated with any particular word, nonverbal action, and symbol.

B. Student Diversity

TESOL advocates student diversity in the U.S. educational system because it represents the language education needs of students from different linguistic, racial, ethnic, and cultural backgrounds. Thanks to the ESL student body in a given school, there is now a more diverse student body in many schools, enriching that school and the community it serves. Due to the impact of demographic changes in the U.S., i.e. more refugee and immigrant students than ever before, school populations are indeed more diverse.

The field of ESL in K-12 education offers frontline education (English language instruction and related services) to new arrivals. However, ESL educators also reach out to the wider education community, i.e., content-based ESL linkage with core subjects; the whole language movement and writing across the curriculum; community-based programming and parental involvement. Thus, ESL and its professional organization inherently support a diverse student body. The Association does not have policy statements on student diversity, probably because everything TESOL does and stands for implies advocacy of student diversity.

TESOL established a task force on policy and standards on the education of language minority students in 1991. Enclosed is a policy statement from this task force.

TESOL's emphasis on linguistic diversity suggests multicultural—also multiethnic, multiracial—diversity. See the enclosed resolutions on the needs of refugee populations (1981) and nonstandard English (1981). The Association also passed a language rights resolution (1987): TESOL supports measures which protect the right of all individuals to preserve and foster their linguistic and cultural origins.

B. Student Diversity

TESOL Statement on the Education of K-12 Language Minority Students in the United States

The population of ethnolinguistically diverse students in the primary and secondary schools of the United States has grown dramatically. So dramatically, in fact, that language minority students are for the first time the majority of students in many school districts. In order for the United States to take advantage of the great cultural and linguistic diversity brought by our language minority students to the United States and its schools, we must first recognize this diversity as a national resource.

We must also recognize, however, that students come from a variety of backgrounds and circumstances. Some are immigrants, some are refugees, while others are native born Americans of different language heritages. These students enter US schools with a variety of educational experiences. Some have received extensive formal education in their home countries and are on grade level in all content areas and in reading their first language. Others have had their education delayed or interrupted and may be academically behind their peers in the U.S. and their countries of origin.

To meet the needs of such students, TESOL supports programs which promote students' growth in English language proficiency, enhance cognitive growth, facilitate academic achievement, and encourage cultural and social adjustment. Such programs include:

- comprehensive English as a Second Language instruction for linguistically diverse students which prepares them to handle content area material in English.
- instruction in the content areas which is academically challenging, but also is tailored to the linguistic proficiency, educational background and academic needs of students.
- opportunities for students to further develop and/or use their first language in order to promote academic and social development.
- professional development opportunities for both ESOL and other classroom teachers which prepare them to facilitate the language and academic growth of linguistically and culturally different children.

October 1991

B. Student Diversity

XV. NEEDS OF REFUGEE POPULATIONS IN ENGLISH SPEAKING COUNTRIES

WHEREAS the number of refugees from all parts of the world who have entered English-speaking countries has been on the increase during the past five years, and

WHEREAS this number will probably continue to grow over the next few years, and

WHEREAS our experience clearly demonstrates the need of such refugees for appropriate language instruction, and

WHEREAS TESOL is dedicated, among other activities, to the provision of high quality ESL teaching to various populations of speakers of other languages including such refugees, to the training of teachers in programs for such populations, and to the development and improvement of materials and other resources for such populations,

BE IT THEREFORE RESOLVED that TESOL take special cognizance of the urgent linguistic, cultural and social needs of such refugee populations and that, as evidence of that special recognition, the President of TESOL create a special Task Force, as soon after the passage of this resolution as feasible, for the purpose of supplementing the work of existing bodies in English-speaking countries in the coordination of information concerning:

1. language learning program design, materials, and other resources for this special population;
2. the design of teacher training programs for this population;
3. the monitoring of governmental policies and funding for refugees;
4. and the general raising of professional awareness of the problems of this unique population; and

BE IT FURTHER RESOLVED that the Executive Committee of TESOL make funds available for the work of this Task Force.

Detroit, Michigan USA
March 1981

B. Student Diversity

XVI. NONSTANDARD ENGLISH

WHEREAS speakers of nonstandard English should have the opportunity to learn standard English and teachers should be aware of the influence of nonstandard English on the acquisition of standard English, and

WHEREAS TESOL is a major organization which exerts influence on English language education throughout the educational community,

BE IT THEREFORE RESOLVED that TESOL will make every effort to support the appropriate training of teachers of speakers of nonstandard dialects by disseminating information through its established vehicles.

Detroit, Michigan USA
March 1981

B. Student Diversity

An NSTA Position Statement

Multicultural Science Education

Our global society consists of people from many diverse cultural backgrounds. As members of the National Science Teachers Association, we appreciate the strength and beauty of cultural pluralism. We are aware that our welfare is ultimately dependent upon the productivity and general welfare of all people. Many institutions and organizations in our global, multicultural society play major roles in establishing environments in which unity in diversity flourishes.

NSTA must work with other professional organizations, institutions, and agencies to seek the resources required to ensure effective science teaching for culturally diverse learners if our nation is to achieve a position of international leadership in science education:

- Scientific literacy must be a major goal of science education worldwide and for all children;
- We must believe all children can learn and be successful in science; further, the resources of nations must be committed to this end;
- Nations must cultivate and harvest the minds of all children;
- Schools must provide science education programs that nurture all children academically, physically, and in development of a positive self-concept;
- Culturally diverse children must have access to quality science education experiences that enhance success and provide the knowledge and opportunities required for them to become successful participants in our democratic society;
- Curricular content and instructional strategies selected for use with culturally diverse children must reflect, as well as incorporate, this diversity;
- Science teachers must be knowledgeable about children's learning styles and instructional preferences, which may be culturally related;
- Science teachers have the responsibility to expose culturally diverse children to career opportunities in science, technology, and engineering.

—Adopted by the NSTA Board of Directors in July, 1991

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C. Organizational Diversity

C. Organizational Diversity

EQUAL OPPORTUNITY IN THE SCIENCES AND ENGINEERING

The American Association for the Advancement of Science is formally committed to the principle of equal opportunity for all persons, without regard to irrelevant considerations of sex, race, creed, color, handicap, national origin, or age. It practices this principle in the selection and promotion of its employees and by opening its membership to all who are interested; by encouraging its nominating committees to nominate women, minority, and handicapped scientists and engineers for elective positions; and by attempting to increase the participation of women, minority, and handicapped scientists and engineers in all of its activities.

The Board of Directors recognizes that complex social, economic, and political forces have combined in the past to discourage women, minority, and handicapped persons from entering the sciences and engineering, and to deny those who do enter, equal access to positions of respect and authority. It is the Board's conviction that if each professional association would take all measures within its power to counteract these historic forces, the cause of truly equal opportunity for everyone in the scientific and engineering professions would be significantly advanced. The Board urges the affiliated organizations to join with the Association in this endeavor.

Adopted by the Board of Directors, AAAS, January 1974; revised 15 October 1977

_____ Our organization is in the process of developing policies at this time.

EDITORIAL POLICY, *SCIENCE* MAGAZINE

The Board of Directors is committed to maintaining *Science* as the foremost American journal for the advancement of science. The journal must, in all respects, continue to communicate with and for the scientific community according to the highest standards of objectivity and professional responsibility. It is the Board's responsibility to select the Editor and to obtain assurance, from time to time, that these objectives and criteria of quality are being met.

The Executive Officer, as publisher and chief operating officer of the Association, will exercise general management responsibility and, in close cooperation with the Editor, will see to the strengthening and improvement of *Science* as a primary activity of the AAAS.

The Editor, on behalf of the Board, and in accordance with policies established by the Council, is responsible for the content and professional quality of *Science*, and will determine the merit, suitability, and presentation of material for the journal, taking into account recommendations of reviewers and referees. The Editor will consult the Board from time to time as to plans and policies for *Science*. At least once each year the Board will review the state of the journal and will receive a comprehensive report from the Editor, including the views of the Editorial Board.

Adopted by the Board of Directors, AAAS, 4 April 1975, Endorsed by the Council, AAAS, 21 February 1976

C. Organizational Diversity

8. AFFIRMATIVE ACTION

8.a. Whereas, the American Association of Colleges for Teacher Education opposes discrimination based on ethnicity, race, gender, sexual orientation, or handicapping conditions in schools, colleges, and departments of education; and

Whereas, AACTE reaffirms its support for affirmative action measures to provide for the inclusion of underrepresented racial and ethnic minorities, women, and handicapped persons in the student body, faculty, and administrative positions in SCDEs with the goal of reflecting the cultural diversity and egalitarian principles of the nation.

Be it resolved that:

The American Association of Colleges for Teacher Education will continue to provide a national forum for SCDEs in the areas of human rights, educational equity, and multicultural and global education. *(1990)*

10. AACTE'S PROGRAMS

10.a. Whereas, the American Association of Colleges for Teacher Education believes in broad-based involvement of institutional representatives in the activities of the Association.

Be it resolved that:

Membership on committees, task forces, commissions and the Board of Directors include representatives who are women, minorities, and individuals from all institutional types and areas of the United States. *(1991)*

C. Organizational Diversity

59. MINORITY CONCERNS

The American Library Association promotes equal access to information for all persons and recognizes the urgent need to respond to the increasing racial and ethnic diversity among Americans. African-Americans, Hispanic Americans, Asian Americans, Native Americans, and other minorities have critical and increasing needs for information and library access. They are affected by a combination of limitations including illiteracy, language barriers, economic distress, cultural isolation, and discrimination in education, employment, and housing. Therefore, the role played by libraries to enable minorities to participate fully in a democratic society is crucial. Libraries must utilize multivariate resources and strategies to empower minority people. Concrete programs of recruitment, training, development, and upward mobility are needed in order to increase and retain minority personnel within librarianship. Within the American Library Association, the coordinating mechanisms for programs and activities dealing with minorities in various ALA divisions, offices, and units should be strengthened, and support for minority liaison activities should be enhanced.

59.1 Policy Objectives

The American Library Association shall implement these objectives by:

1) Promoting the removal of all barriers to library and information services, particularly fee charges and language barriers.
2) Promoting the publication, production, and purchase of print and nonprint materials that present positive role models of cultural minorities.
3) Promoting full funding for existing legislative programs in support of minority education and training, and to explore alternative funding sources for scholarships, fellowships, and assistantships to encourage minority recruitment into librarianship.
4) Promoting training opportunities for librarians, including minorities, in order to teach effective techniques for generating tripartite public funding for upgrading library services to minorities.
5) Promoting the incorporation of minority programs and services into the regular library budgets in all types of libraries, rather than the tendency to support these activities solely from "soft monies" such as private grants or federal monies.
6) Promoting equity in funding adequate library services for minority populations, in terms of professional and nonprofessional personnel, materials, resources, facilities, and equipment.
7) Promoting supplemental support for library resources on cultural minorities by urging local, state, and federal government, and the private sector, to provide adequate funding.
8) Promoting increased public awareness of the importance of library resources and services in all segments of society, especially in minority communities.
9) Promoting the determination of output measures through the encouragement of community needs assessments, giving special emphasis to assessing the needs of cultural minorities.
10) Promoting increased staff development opportunities and upward mobility for minority librarians.

(*See* 1.3 A and "Current Reference File": *Equity at Issue* [1985–86 CD #30] adopted by Council June 1986.)

59.2 Combating Prejudice, Stereotyping, and Discrimination

The American Library Association actively commits its prestige and resources to a coordinated action program that will combat prejudice, stereotyping, and discrimination against individuals and groups in the library profession and in library service because of race, sex, creed, color, or national origin.

Nothing in the Resolution on Prejudice, Stereotyping, and Discrimination authorizes censoring, expurgation, or labeling of materials. Actions and programs to raise the awareness of library users to any problem or condition would not be in conflict with the *Library Bill of Rights* when they are free of any element of advocacy. Both documents respect the rights of all who use libraries to do so freely and without being subjected to any pressures from any sources within the institution.

(*See* "Current Reference File" for full Resolution on Prejudice, Stereotyping, and Discrimination, a revision of the Resolution on Racism and Sexism Awareness.)

59.3 Goals for Indian Library and Information Services

The American Library Association and the National Indian Education Association support guidelines designed to meet the informational needs and to purvey and promote the rich cultural heritage of American Indians.

1) All library and information services must show sensitivity to cultural and social components existent in individual Indian communities.
2) Indian representation through appointment to local boards and creation of local advisory committees concerning service to and about American Indians are essential for healthy, viable programs.
3) Materials which meet informational and educational needs and which present a bicultural view of history and culture must be provided in appropriate formats, quality, and quantity to meet current and future needs.
4) Library programs, outreach and delivery systems must be created which will insure rapid access to information in a manner compatible with the community's cultural milieu.
5) American Indian personnel trained for positions of responsibility are essential to the success of any program.
6) Continuing funding sources for library and information services must be developed.

(*See* "Current Reference File" for full adopted text.)

59.4 Library Education to Meet the Needs of Spanish-Speaking People

The American Library Association will take steps through its Committee on Accreditation to encourage graduate library schools seeking accreditation or reaccreditation to assure that course content reflects the cultural heritage and needs of the Spanish-speaking people of the United States and will encourage such schools to include bilingual/bicultural persons on their faculties.

59.5 Ethnic and Cultural Minorities in State, Municipal, and County Agencies

The American Library Association urges and supports the recruiting, hiring, and promotion of ethnic and cultural minorities within the state, municipal, and county library structure, especially in the areas of administration and consultation.

(*See* "Current Reference File": 1989–90 CD#98. *See also* 53.1.11, 54.3, 54.3.1, 56.2.)

From ALA Policy Manual

C. POLICIES ON MULTICULTURAL/DIVERSITY AFFECTING STAFFING, ORGANIZATIONAL , STRUCTURAL, AND/OR MEMBERSHIP ISSUES

The American Alliance for Theatre and Education believes that the finest possible education in the arts should be available to all students and that every student should have an equal opportunity to study the arts. AATE believes that the quality and quantity of arts instruction received by a student should not be a result of geographic location, racial or ethnic status, urban/suburban/rural status, socio-economic status, or parental or community wealth.

AATE believes that, consistent with their abilities, handicapped students should have the opportunity to participate in the arts on the same basis as other students.

C. Organizational Diversity

INDICATE YOUR ANSWERS TO THESE QUESTIONS WHEN REVIEWING AN APPLICATION FOR FULL MEMBERSHIP:

YES	*NO*	
—	—	4. Does this organization discriminate base upon factors of race, gender, age, or sexual orientation? *Comments*
—	—	5. Does this organization descriminate based upon factors of race, gender, age, or sexual orientation? *Comments*

ANSWER WHEN REVIEWING APPLICATIONS FOR FULL OR ASSOCIATE MEMBERSHIP: Place your number rating on the line and circle it. *Be sure to write the number; do not merely place an "x".*

2. Materials demonstrate willingness to offer multiple perspectives on issues of opinion or controversy.

1 — 5 — 10

No Willingness — **Some Willingness** — **Exceptional Willingness**

4. In so doing, materials demonstrate a sensitivity to cultural uniqueness and cultural diversity.

1 — 5 — 10

No sensitivity — **Some Sensitivity** — **Exceptional Sensitivity**

C. Organizational Diversity

E. Equal Rights

ASCD should encourage the elimination of bias and role identification based on sex, and work for the rejection of de facto discrimination in the hiring and advancement of women.

As a firm supporter of equal rights (1972, 1978, 1980, 1983), ASCD is an opponent of sex discrimination and other forms of sexism.

ASCD members should become acquainted with the positions taken on the equal rights issue by legislators in their states or provinces and take such positions into account when voting in subsequent elections. ASCD also urges the U.S. Congress to renew past support for an equal rights amendment and urges supporters of equal rights to develop further approaches to achieve their goal (1983).

B. Affirmative Action

School administrators and boards of education should adopt policies of employment and assignment of certified personnel on the basis of their professional qualifications and personal fitness for the job without regard to race, religion, or national origin (1962).

In time of economic stress, employment gains made through educational affirmative action programs may be lost. ASCD should support affirmative action and parity among employees and lend its influence and financial support to achieve this end when necessary. Affirmative action should be the policy of each school entity, regardless of the method used to balance the budget (1978).

K. Native American and Hispanic Concerns

ASCD has moved in the direction of cultural pluralism through (1) encouraging increased participation in ASCD program planning and membership on the staff by Native Americans and Hispanic Americans, (2) providing educational programs on cultural pluralism, and (3) endorsing educational legislation pertaining to these two groups.

ASCD supports: full funding of the Indian Education Act (1975); voluntary self-determination by Native Americans; Native American control of schools attended solely by Native American children; and tuition waivers for Native American students in U.S. state universities.

C. Organizational Diversity

H. Integration ✓

ASCD believes integrated schools to be the best proposition for fostering participation in pluralistic societies. Educators have a moral responsibility to provide affirmative leadership. ASCD supports instruction of educators in matters that will equip them for such leadership, including the issues of integration, the backgrounds of students from various ethnic groups, and options based on different philosophical positions.

ASCD supports desegregation, including expansion of busing programs (1976), if necessary, and integration, and opposes legal action designed to reduce the options available for dealing with problems of desegregation. Isolation by race and socioeconomic status is harmful to both majority and minority group members (1972).

ASCD encourages options that support integration (1976) and desegregation and commends the courageous leadership demonstrated by some educators and political leaders in moving toward this goal. Though the improvement of racial and ethnic relationships in American schools remains an urgent matter, many reports on education's problems say little or nothing about new imperatives regarding desegregation and integration. Therefore, ASCD calls on the U.S. Department of Education to commission a study to:

1. Report on the degree to which the *Brown v. Board of Education* decision has been carried out.
2. Reinstate the unfinished agenda regarding this issue.
3. Investigate the relationship of this issue to the present condition in American schools.
4. Relate the findings to the future of American education (1984).

C. Organizational Diversity

ASSOCIATION FOR SUPERVISION & CURRICULUM DEVELOPMENT

AFFIRMATIVE ACTION PLAN

JUNE 1991 - MAY 1992

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C. Organizational Diversity

1. ATE has consistently supported affirmative action, multicultural education, and the rights and responsibilities of under-represented groups. The Delegate Assembly has passed resolutions to this effect on numerous occasions. The Commission on the Education of Teachers into the 21st Century, in its report endorsed by the Board of Directors and the Delegate Assembly in 1991, reflected the Association's continuing position on diversity.

2. ATE reaffirms its position that diversity in education is important in a democracy, and that prospective teachers and university faculty represent that diversity.

3. ATE has taken a position that affirmative action is not a quota system, but an opportunity to optimize the resources needed in American education.

ATE resolves to demonstrate its commitment to diversity in its governance by ensuring that existing structures and those newly created represent that diversity.

P.03

The ATE Board of Directors will develop strategies for attracting minorities into teacher education and for facilitating the recruitment and placement of faculty and students to represent that diversity.

C. Organizational Diversity

Promises to Keep

TION AGENDA • EDUCATION COMMISSION OF THE STATES

- Model organizationally the value of diversity and infuse its value in all aspects of ECS operations.

C. Organizational Diversity

- Reshape ETA to include cultural, racial and ethnic diversity in ETA's membership and in the field of theatre education.

- Attract, develop and utilize leadership from different cultural, ethnic and racial groups at all levels of ETA.

C. Organizational Diversity

POLICY STATEMENT ON THE PROMOTION OF PLURALISM AND DIVERSITY
Adopted by JCEE Board of Trustees, June 1991

The Joint Council on Economic Education needs to ensure that its Trustees and staff have a shared belief in its mission and essential values and sufficient commitment to give the time and resources needed.

However, also mindful of an overall mission to better American society, the Joint Council on Economic Education affirms its commitment to reflecting that society's diversity in its Board of Trustees, staff, and programs.

National Council of Social Studies NCSS

C. Organizational Diversity

Membership

National Council for the Social studies will promote the full and active participation in the social studies profession of men and women from all levels of education, all ethnic groups, and all geographic areas, urban, rural, and suburban. In all policies and activities, every effort will be made to achieve this goal.

Staffing

The policy of equal employment opportunity governs all personnel policies and practices without regard to race, religion, national origin, sex, marital status, sexual orientation, political beliefs, age, or physical handicap. Recruitment, advertising or solicitation for employment of any person shall be in keeping with the Council's equal employment opportunity and affirmative action policy. Similarly, the hiring, placing, retention, grading, or transfer of any person shall be determined on the basis of individual merit and qualifications.

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c. Organizational Diversity

RESOLUTIONS

HUMAN RIGHTS – MINORITY ISSUES

More than 30 years ago, NCTE took an early stand on human rights by declining to meet in any city discriminating against Black teachers attending our meetings. From that legacy and the tempest of the 60's NCTE has been consistently opposed to discrimination against minorities and women. NCTE has declared that it will not countenance affiliate organizations which are not open to all members of the profession without regard to race, color, creed, or national origin. It has called on teachers and the Council itself to be diligent in meeting the needs of young people of minority groups and, among other things, to prepare or urge others to create curricula reflecting the ethnic and cultural plurality in American society. The Council has also called for inclusion of test items requiring knowledge of Black Literature among teachers and students; and in a major policy statement, the Board of Directors asked advertisers in our journals, in effect, not to submit ads for American literature and world literature texts which did not include non-white and non-Western writers. Publishers have also been urged to increase production of teaching materials which accurately reflect our cultural diversity.

The rights of women have figured in resolutions on sex-role stereotyping and sexist language in reading materials and in classroom practices. The Board of Directors called for the Council to demonstrate in its publications that nonsexist language can convey meaning without sacrificing style or grace. The Council has urged ratification of the Equal Rights Amendment and has created special groups to prepare exemplary curricula to help teachers and students deal effectively with sexism as well as racism.

GENERAL POLICY

It is the policy of the National Council of Teachers of English to assure equal opportunity for all present and prospective employees regardless of race, creed, color, sex, age, national origin or handicap. These policies and plans extend to all areas of employment including recruiting, selection and hiring, promotions or fringe benefits.

#85.5 AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

BACKGROUND: This resolution expresses the belief of NCTE members that the health of the United States as a nation depends on insuring that all of its citizens have access to quality education and the opportunity to pursue it. Proposers voiced concern that efforts to ignore or weaken programs for ensuring affirmative action and equal opportunity threaten the ability of schools to serve students and support teachers from diverse backgrounds. The text of the resolution follows.

RESOLVED, That the National Council of Teachers of English reaffirm its commitment to affirmative action and equal opportunity in education and in its own affairs; and

that NCTE charge its Task Force on Minority Participation in NCTE to formulate recommendations on how the Council can become more effective in supporting those

C. Organizational Diversity

#80.5 THE RESPONSIBILITY OF ENGLISH TEACHERS IN A MULTILINGUAL, MULTICULTURAL SOCIETY

BACKGROUND: The teacher of English language arts plays a key role in the integration of linguistically and culturally diverse learners in the school and the community. That role is becoming more complex as increasing numbers of students form a variety of cultures enter the general school population.

In recent years, educators have learned a great deal, through research and practice, about language learning and language differences. Much more, however, needs to be done in applying this knowledge in the regular classroom. Be it therefore

RESOLVED, That the National Council of Teachers of English and its members affirm that responsibility of the English teacher profession to develop the English language skills of all our students, including the linguistically different, whether bilingual, bi-dialectal, or non-English speaking;

that NCTE and its members seek ways to make our commitment known to the United States Department of Education, the state departments of education, board of education, school administrators, teachers, parents, and the general public;

that NCTE and its members work with the foregoing groups and other professional associations to help school systems and classroom teachers develop appropriate resource materials, teaching techniques, curricula, and in-service training programs;

that NCTE and its members promote and disseminate materials and offer guidance through NCTE journals and other publications, through conventions and conferences, and by other appropriate means; and

that NCTE and its members urge the passage of legislation that will support the efforts of language arts teachers to develop the English language skills of students who are linguistically diverse.

#72.6 PREPARING TEACHERS WITH KNOWLEDGE OF THE LITERATURE OF MINORITIES

BACKGROUND: Activities of recent years have indicated growing awareness among English teachers that a study of American literature must include the literature of racial and ethnic minorities of America. Teachers have revised courses to reflect this belief; the National Council of Teachers of English itself has adopted a policy refusing to advertise as "American" literature any anthology which does not include the literature of American minorities. Even greater emphasis can be given to this concern by having it reflected on nationally used standardized tests of literature. Be it therefore

RESOLVED, That the NCTE express to the major testing services its continuing belief that questions about American literature should require the examinees to demonstrate knowledge of the literature of racial and ethnic minorities in America

C. Organizational Diversity

#72.2 ESTABLISHING A MINORITY AFFAIRS COMMITTEE

BACKGROUND: At its business meeting in 1971, the NCTE approved a sense-of-the-house motion that the NCTE establish a Minority Affairs Advisory Committee, which might assume responsibilities for promoting and fostering greater minority group participation in the NCTE, suggesting programs on minority group affairs related to the teaching of English, etc. Be it therefore

RESOLVED, That the NCTE Executive Committee, in consultation with the Task Force on Racism and Bias in the Teaching of English and in consultation with the proposers of the 1971 sense-of-the-house motion #3, immediately consider implementation of the 1971 house motion to appoint a Minority Affairs Advisory Committee.

BOARD OF DIRECTORS, 1964

RESOLVED, That the National Council of Teachers of English, affirming its belief in the dignity of every man, declare its membership and the membership of all its affiliates open to all members of the profession without regard to race, color, creed, or national origin; that those affiliates in conflict with this policy take immediate steps leading to compliance, that the National Council provide assistance where requested; and that those affiliates which have not complied with this policy before the national convention of the National Council of Teachers of English in November 1966 shall lose their affiliate status.

#76.1 AWARENESS OF RACISM AND SEXISM

BACKGROUND: In this Bicentennial year, it seems especially appropriate for NCTE to take conscious steps to eliminate racism and sexism in America's schools. NCTE has already made clear its opposition to the perpetuation of either racism or sexism by establishing a Task Force on Racism and Bias, a Committee on the Image of Women, and by such other activities as preparing guidelines for the development of multi-ethnic materials, organizing workshops and printing special publications, and developing and publishing guidelines for non-sexist language for its own publications. Even so, in spite of what has been done and what is being attempted, this is precisely the moment to do more. Therefore, be it

RESOLVED, That NCTE mount an accelerated three year action program to increase the level of awareness of present and future NCTE members--and thereby of their students--to manifestations of and damages from, racism and sexism; and to this end be it further

RESOLVED, That the NCTE Executive Committee charge appropriate Council groups with the responsibility for developing exemplary curricula for pre-service and in-service education of teachers. These curricula will emphasize the development of abilities necessary to help teachers and their students to deal effectively with racism and sexism. Be it further

RESOLVED, That NCTE produce these exemplary curricula in either printed or audio visual form, and make them available for school use.

C. Organizational Diversity

D-7. Teacher Preparation Pro Recruitment

The National Education Associa ports a strong program of teache ment with special emphasis on rec of underrepresented candidates. Pre programs and recruitment efforts sh developed at high schools and com junior colleges in conjunction with tions of higher education with preparation programs. These effor

include the active participation of practicing pre-K through 12 teachers.

The Association believes that federally financed loan and grant programs should be established to encourage undergraduate students to become professional educators. Progressive forgiveness of the loan should be based upon the number of years of professional service.

The Association further believes in the encouragement and development of grants from both public and private sectors for students planning to pursue a career in education.

The Association encourages its state affiliates to work toward the development of similar programs. (90, 91)

D-9. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment

e. Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level speciality, reading, research and information skills, methodologies pertinent to the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, and teaching techniques

g. Include instructional content and experience that address our multicultural, multiethnic diversity, recognize the contributions of ethnics and other minorities, and provide techniques for teaching culturally diverse students

h. Include instructional content and experience in student assessment, classroom management, discipline, group processes shared decisionmaking, strategic planning the dynamics of intergroup communications, human growth and development, th changing role of the family, exceptional behaviors, and human relations

i. Include a variety of field experience throughout the preparation program culminating in a practicum

j. Include instructional content in th areas of job contracts, salary schedule benefit programs, and working conditions

k. Include practical instruction and experience in the processes, strategies, realitie responsibilities, and challenges of collectiv shared decisionmaking and strategic plan ning. (70, 91)

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C. Organizational Diversity

F-23. Civil Rights—Employment Protection

The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its commitment to protect the rights of all Association members and others. The Association urges all levels of government to monitor and enforce fair employment practice laws. The Association and its affiliates, working with federal, state, and local officials and agencies, shall work to promote enactment of and compliance with such laws and seek to include these rights in contractual agreements. (91)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

I-1. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse school employees.

b. Appropriate classroom and other student-related activities.

c. Further development of continuing education programs to educate school and community personnel.

d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies.

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society.

g. Student-related activities that are responsive to the cultural diversity and historical backgrounds of our society. (72, 88)

I-2. Integration in the Public Schools

The National Education Association believes that it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic teachers and administrators because of desegregation and bilingual programs. (69, 90)

I-3. Institutional Discrimination

The National Education Association believes that organizations are strengthened by offering membership on a nondiscriminatory basis.

The Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association urges its members now
lding membership in such organizations
work actively from within for the total
nination of such exclusionary clauses.

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C. Organizational Diversity

5. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

6. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of

I-9. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations actively continue to seek the passage of legislation proclaiming Martin Luther King Day as a state holiday in every state. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 86)

I-10. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association urges local affiliates, in conjunction with other school/community groups, to lead in breaking down barriers that limit this freedom. The Association strongly opposes the discriminatory practice of redlining and urges affiliates to work toward its elimination. (69, 87)

I-11. Housing and Health Care for All

The National Education Association believes that all members of our society have the right to adequate housing and health care.

The Association urges its affiliates, in conjunction with local school/community groups, to seek and support legislation, policies, and programs to provide adequate housing and health care for the homeless and for all members of our society. (89, 91)

I-12. Minority-Owned Businesses

The National Education Association believes that minority-owned businesses should be encouraged. The Association urges the federal government to initiate and continue policies that encourage minority-owned businesses. (89)

I-13. Protection of Senior Citizens

The National Education Association urges that attention be brought to the plight of senior citizens who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 87)

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C. Organizational Diversity

I-32. Violence Against and Exploitation of Asian/Pacific Islanders

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

I-35. Reparation of Native American Remains

The National Education Association believes in the dignity of the dead and encourages laws to prevent the robbing of graves.

The Association believes that the remains of thousands of Native Americans in storage throughout the United States should be returned for interment to the tribes and/or areas from which they were taken. The Association further believes that American Indian sacred items in museum collections should be returned to the tribes of their origin. (89)

J-5. Minority Participation in the Association

The National Education Association believes that at every phase of governance and on all decisionmaking levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels. (72, 86)

I-8. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies

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C. Organizational Diversity

OAH Executive Board Minutes, November 3, 1990

UNANIMOUSLY adopted the wording of the AHA's Program Committee Guidelines pertaining to gender integration and diversity on annual meeting sessions as follows: "The Program Committee will actively seek to avoid gender-segregated sessions. It shall encourage proposers of individual sessions to ensure that whenever possible sessions include members of both sexes. The Program Committee shall likewise encourage proposers of sessions to include participants representing the full diversity of the OAH membership, such as ethnic and racial minorities and junior historians."

VOTED to adopt AHA statement on interviewing at the Annual Meeting as follows: "The OAH discourages interview activities in hotel bedrooms. If an interviewer feels it is necessary to use a facility outside the Job Registry, the Organization strongly advises that a parlor rather than a sleeping room be used and that a third person always be present in the room with the candidate. Interviewers using such facilities bear sole responsibility for establishing an appropriate professional atmosphere and should take special care to insure that all interviews are conducted courteously and in a proper and professional manner."

C. Organizational Diversity

SPEECH COMMUNICATION ASSOCIATION'S AFFIRMATIVE ACTION STATEMENT

Adopted by the

SCA Legislative Council

Anaheim, California, November 14, 1981

Since its organization in 1914, the Speech Communication Association has expressed a policy of non-discrimination. Beginning in 1971 a series of formal resolutions on affirmative action related to under-represented groups have been approved by SCA governing bodies. The following is a unified statement of the affirmative action policy of the SCA, based upon these resolutions of the past ten years.

1. The Speech Communication Association believes that no person should be discriminated against in employment, education, or professional advancement on the basis of race, color, religion, national origins, physical handicaps, sex, age, or affectional preference.
2. The Speech Communication Association encourages participation in communication research by members of all under-represented groups and encourages research dealing with the special communication problems of such groups.
3. The Speech Communication Association encourages membership by all persons interested in the study or practice of human communication and encourages the participation by all members in its Divisions, Sections, Caucuses, Commissions, and Committees.
4. The Speech Communication Association recognizes the need to encourage participation by members of under-represented groups in all aspects of the Association including leadership positions, convention programs, publications and workshops.
5. The Speech Communication Association regards individual merit as the only criterion for selecting persons for offices, editorial positions, employment and other activities of the Association.
6. The Speech Communication Association urges its members and member institutions to consider only merit as a basis for employment, promotions, tenure or administrative appointment.

To implement the provisions of this statement, the Speech Communication Association instructs its Administrative Committee to devise a regular and systematic procedure for assessing the effective of the Association Affirmative Actions program.

C. Organizational Diversity

TESOL has no written policy on multicultural/diversity issues, probably because there is another issue that drives the Association more than multiculturalism and diversity—internationalism. With headquarters in Alexandria, Virginia and a membership of 23,000 (75% in the U.S.), TESOL struggles to define its internationalism. The Association needs to have more members and leaders whose first language is not English.

The Association's bylaws do not stipulate regional representation, although there has been interest in adapting some kind of quota system to assure worldwide representation. TESOL's Sociopolitical Concerns Committee is the Association's mechanism to advocate the linguistic needs of refugees, immigrants, and migrants in the United States (and elsewhere). There are also no policies regarding staffing of headquarters and multiculturalism.